

The University of Chicago

PROCEDURES USED IN SELECTING
SCHOOL BOOKS

A DISSERTATION SUBMITTED TO THE
FACULTY OF THE DIVISION OF THE
SOCIAL SCIENCES IN CANDIDACY FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATION

1935

By
GERTRUDE WHIPPLE

THE UNIVERSITY OF CHICAGO PRESS
CHICAGO, ILLINOIS

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CHAPTER I

THE PROBLEM AND METHOD OF INVESTIGATION

The problem.- This investigation is concerned primarily with the procedures employed in selecting books for school use. The purpose of the study is to make a critical survey of current practices in city and state school systems in making selections. In order to achieve this purpose it was necessary to distinguish between strong and weak points in the procedures followed in selecting books and to identify problems requiring careful investigation. Important results anticipated from the study were answers to the following questions: Who should be responsible for selecting school books? What existing standards are valid in studying the merits of books? What steps are necessary in evaluating books? On what basis should final selections be made?

After the study had been begun, a related problem arose, namely, the need of a satisfactory means of verifying data collected by the questionnaire method. The method which was used in this connection is referred to in subsequent sections of the report as the correspondence-verification technique.

Scope of the study.- As an essential step in this study, a survey was made of current practices in selecting books for Grades IV to VI, inclusive. Co-operation was asked of city school systems, state school systems which adopt textbooks, and publishers of school books. In the survey of city systems, the selection of textbooks, supplementary books, and recreational-reading books was studied; in the survey of state systems, the selection of textbooks for legal adoption was considered. The type of co-operation asked of publishers will be described later. Grades IV, V, and VI were chosen for the study because the investigator was facing the practical problems of selecting books for use in these grades. The fact is widely recognized that the selection of books for use at this level presents unusual difficulties, since a broad range of subject matter adapted to widely different levels of reading achievement is essential.¹ Although

¹National Committee on Reading, Report, p. 61. Twenty-Fourth Yearbook of the National Society for the Study of Education, Part I. Bloomington, Illinois: Public School Publishing Co., 1925.

the study is limited to a few grades, the results secured have value, as will be shown later, in the critical examination of books for use in other grades.

Steps in the investigation.- In making a critical survey of present procedures in book selection, the following steps were taken:

1. Certain preliminary questions (listed in Chapter II) were formulated to secure from city school systems an account of the procedures used in selecting books.

2. A mailing list was prepared of the names of school superintendents in cities of 30,000 population or more, and of a few superintendents in smaller cities.¹ The smaller cities were chosen to represent areas having few large cities.

3. In October, 1929, a letter of inquiry was sent to half of the superintendents, and in January, 1930, to the others. This plan was followed because the investigator desired to study the replies as they were received.

4. After answers had been received, an individual letter was sent to the school officials who appeared willing to co-operate further. In this case the letter asked for more information on specific points.

5. The two replies of each school system were studied in order to see if the procedure was clearly described. Since many of the reports were incomplete, further information had to be secured.

6. The information submitted by each city was carefully interpreted, summarized on a blank, and returned to the co-operator for verification and additional facts.

Altogether 127 city school systems² verified and supplemented the information previously furnished. Eight systems which did not return the blanks are also considered in the summary since they answered the first questionnaires in detail. The total of 135 cities represents slightly less than one-half the urban population in the United States.

7. A mailing list was prepared of the names of superintendents of instruction in states which adopt textbooks for school use. It included the names of school officials in every outlying

¹The names of the city superintendents were selected from the list in the Educational Directory. Bureau of Education Bulletin, No. 1, 1929. Washington: Bureau of Education.

²The cities represented are listed in the appendix on pages 127 and 128. The proportion of cities representing various population groups is given on page 129.

possession of the United States.¹

8. In January, 1930, a form letter was sent to these superintendents requesting information concerning the procedures used in selecting state texts.

9. The correspondence was then continued as in the survey of city school systems.

Reports were received from five outlying possessions and all the states which adopt textbooks.² Only one state and one outlying possession failed to verify their information. However, in both these instances the information submitted was extensive enough for use in this report. All but three states are represented in the study.

10. The data secured by the methods thus far described were summarized. In order to determine tendencies in current practice, statistical studies were made of the tabulated data.

11. Meanwhile a list was prepared of the names of two hundred American and European publishers of children's books.

12. In January, 1930, a form letter was mailed to these publishers requesting information concerning methods of comparing the merits of different books and of preparing score cards. The answers from publishers supplied criticisms of current practices and suggestions for examining books. Valuable data which supplement the facts reported by the school systems are presented and interpreted in appropriate sections of Chapter IV.

From the data secured through the foregoing steps, conclusions were drawn, applications to current practices considered, and problems in need of further investigations outlined.

In meeting the need for a satisfactory technique of verifying questionnaire data, an objective analysis was made of the corrections secured on the verification blanks used in this study. The correspondence-verification technique was then evaluated in the light of the findings.

Limitations of the study.- The most serious limitation of the study lies in the fact that current practice had to be taken as the point of departure. It was necessary to adopt this plan, however, since there is little objective evidence of desirable

¹The states which adopt textbooks were determined by consulting: Ellwood P. Cubberley, State School Administration, p. 559. New York: Houghton Mifflin Co., 1927. The names of the superintendents in these states were then selected from the list in the Educational Directory. Bureau of Education Bulletin, No. 1, 1929. Washington: Bureau of Education.

²These systems are listed in the appendix, page 129.

practice in book selection (page 4).

Since the work of selecting books is often divided among various school officials, any single individual who filled out the questionnaire forms may not have had all the information requested in this survey. Evidence supporting this assumption will be presented later. Although only one co-operator reported in most cases, occasionally from two to four school officials supplied information.

Moreover, only general facts concerning current practice were sometimes submitted in reply to specific questions. This limitation might have been overcome through the use of check lists. However, their use is often criticized because they suggest answers which might otherwise not be reported.

Significance of the study.- This study has both practical and scientific significance. Its practical significance lies in the fact that the findings may be used to improve present methods of selecting books. As shown later in this report, current methods are generally subjective and of questionable validity. However, this study defines general principles which may serve as a guide in improving the procedure employed in selecting school books.

This report also suggests to public librarians types of co-operation needed by school systems in selecting recreational-reading books. It indicates to publishers the types of school books needed and the kind of information school officials should have when they examine new books. It also furnishes to teacher-training institutions facts concerning school books and the methods used in selecting them. Such facts should be considered in organizing courses for teachers.

The scientific significance of this study lies in the fact that it identifies types of investigations which if carried out may aid in improving current practices in school-book selection. Few of the problems in this field have hitherto been explicitly defined. An examination of a bibliography¹ of studies relating to the selection of textbooks shows that quantitative or critical reports of procedure have usually been concerned with either the use of score cards or the evaluation of physical features. Though some of the more recent studies consider a much greater variety

¹G. T. Buswell, "A Selected and Annotated Bibliography of Literature Relating to Textbooks," The Textbook in American Education, pp. 309-23. Thirtieth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Co., 1931.

of items, only a few present objective data concerning the procedures used.

The study also describes a technique which increases the validity of the questionnaire method (Chapter II).

Organization of the report.- The report of the method, findings, and interpretations of the study is organized in subsequent chapters as follows:

Chapter II describes and evaluates the correspondence-verification technique used in this study.

Chapters III and IV together consider current practices in selecting textbooks, supplementary books, and recreational-reading books in city school systems. The one describes types of administrative procedure used. The other analyzes specific items of these procedures such as standards and methods of examination.

Chapter V analyzes and interprets current practices in selecting textbooks for legal adoption in state school systems.

Chapter VI summarizes the major contributions of the study; also the specific findings which have value in improving current practice.

CHAPTER II

THE CORRESPONDENCE-VERIFICATION TECHNIQUE

In order to determine the procedures used at present in selecting school books, a survey of current practices had to be made. Such a survey was made necessary by the fact that there were few printed reports relating to recent practices in book selection. Two methods were available for making the survey, namely, the oral interview and the questionnaire method. However, the oral-interview method was considered impracticable for use in this study because of the following facts: It can be used only if an investigator leaves his regular work for a time. The use of the method also involves considerable labor and expense in a survey of as wide scope and geographical range as the one here proposed. Therefore, a form of the questionnaire method was adopted.

It has been often pointed out that the questionnaire method is of doubtful validity. Critical studies in the past have emphasized the need of verifying questionnaire data. For example, Koos says: "There is still much in the way of validation to be accomplished and, in view of the large proportionate use of the method as a source of data in educational investigation, research in education would be placed on an appreciably higher plane if the findings thus derived were more often validated or procedures in validation were devised and improved."¹ Thus it was considered necessary in the present survey to employ a verifying technique.

Several techniques for verifying questionnaire data are now available. However, only two such techniques² had been re-

¹Leonard V. Koos, The Questionnaire in Education, p. 167. New York: Macmillan Co., 1928.

²George S. Counts, The Senior High School Curriculum. Supplementary Educational Monographs, No. 29. Chicago: Department of Education, University of Chicago, 1926; and North Central Association Quarterly, III (March, 1929), 468.

Koos summarizes certain procedures used in validating questionnaire data (The Questionnaire in Education, pp. 138-43). How-

ported at the time the survey was made. Since, as will be shown later, neither of these was satisfactory for use in the present survey, a different technique was employed for verifying questionnaire data. As a partial basis for evaluating the correspondence-verification technique used in this study, the techniques reported up to the present time will be considered.

One of the techniques provides for returning to the co-operator a summary of the data collected in response to a questionnaire. Kinder¹ in an analysis of requirements for certain teaching certificates asked the superintendent in each state school system four questions which could be answered in a word or number. He then sent a one-page tabulation of the replies to each state department with the request that the data for that state be checked. After receiving corrections, he revised his tabulation. This technique has, however, serious limitations. It is not practicable for use in extensive surveys due to the fact that large volumes of data would have to be sent to each co-operator. In such a case, the co-operator could hardly be expected to locate in the summary the facts previously submitted by his institution. Thus in each instance the investigator would have to indicate clearly the particular data to be verified. In any survey employing this technique, a co-operator might take the opportunity of altering the data to make his institution compare favorably with others.

Another technique provides for asking two different members of each co-operating institution to answer the same questions. Cooke and Schmitz,² who have described this technique, received questionnaire reports first from high-school teachers. They then sent the same questionnaire to an administrative officer of each school represented. The replies of the administrative officers were found to be identical with those of the teachers in over 90 per cent of the cases. This technique also has certain disadvantages. It fails to secure corrections of variations appearing in the data. It is possible that different officers in the

ever, only one of these, used by Counts, provides for the verification of data.

¹J. S. Kinder, "Requirements for Secondary-School Teaching Certificates in the Case of Persons without Teaching Experience," School Review, XXXVIII (February, 1930), 110-14.

²Dennis H. Cooke and Bernard A. Schmitz, "The Participation of Teachers in the Administration of Small High Schools," School Review, XL (January, 1932), 44-50.

co-operating institutions may not be in a position to give information on the same questions. Also, the second questionnaire may in some instances be turned over to the person who has already answered the questions.

A further technique involves correspondence to obtain information on clearly inaccurate and obscure statements made in reply to a questionnaire. For example, Zook¹ reported that more than two hundred personal letters or telegrams were sent to verify certain information collected by the North Central Association of Secondary Schools and Colleges. This technique is designed to correct the obvious inconsistencies and errors in questionnaire data. However, consistent and clear data may contain numerous errors which are not apparent to an investigator (to be shown later, Tables II and III).

A fourth technique is the use of the oral-interview method to verify questionnaire data. After the investigator has received replies, he confers personally with each co-operator to clarify ambiguities in the report and to secure additional facts. This technique is described by Counts² and has been used recently in the National Survey of Secondary Education.³ A weakness in the application of this technique is that an investigator may not always consider it necessary to verify all the questionnaire data. Furthermore, in a study covering a wide geographical area, this technique is subject to limitations which have already been indicated (see page 6).

The correspondence-verification technique used in this study will now be described together with the steps taken in the survey. This technique will be objectively evaluated in a later section.

¹North Central Association Quarterly, III (March, 1929), 468.

²George S. Counts, The Senior High School Curriculum. Supplementary Educational Monographs, No. 29. Chicago: Department of Education, University of Chicago, 1926.

³See School Review, XXXIX (June, 1931), 402-9; School Review, XL (June, 1932), 407-8; and Proceedings of the Sixteenth Annual Meeting of the Department of Secondary-School Principals of the National Education Association, p. 15. Bulletin of the Department of Secondary-School Principals, No. 40. Cicero, Illinois: Department of Secondary-School Principals of the National Education Association (H. V. Church, Secretary, J. Sterling Morton High School), 1932.

Description of the Correspondence-Verification
Technique

As a first step in the survey, a questionnaire was prepared, in letter form, and submitted to school officials. Nine questions were to be answered by representatives of city school systems concerning the selection of textbooks, supplementary books, and recreational-reading books, and six were to be answered by representatives of state systems concerning the selection of textbooks only. The questions included were based on the investigator's knowledge and experience in the field. Only a few questions were asked on the assumption that school officials would be more likely to reply to a short series. The letter sent to city superintendents¹ read as follows:

" . . . I am writing to inquire whether it would be possible for you to furnish me with an account of the methods which you follow in selecting books for the elementary school, particularly for Grades IV to VI, inclusive. I am interested in the following items:

"1. Who selects textbooks, supplementary books, and recreational-reading books

"2. How the selections are made

"3. Means used in scoring books (a copy of any mimeographed or printed material used in this connection will be appreciated

"4. Use made of reviews of children's books

"5. Publications in which you find the most helpful reviews

"6. Methods of trying out books

"7. Amount of time given to examining them

"8. Times at which you order books

"9. Specific difficulties you meet in book selection

"If you wish to know how we make our selections, I shall be glad to send you a statement of procedure. . . ."

The answers to the foregoing letter were illuminating, as illustrated by the following reply from the superintendent of a city of 107,000 people:

"The school law of the state of _____ provides for a textbook commission whose duty it shall be to adopt textbooks in the districts of the first class. This commission consists of the superintendent of schools, ex officio chairman, two

¹Since similar steps were taken in the surveys of city and state systems, only those employed with city systems will be described.

members of the school board, and two members of the teaching corps.

"Our commission meets only when there is to be some change in texts. It has been my practice to appoint committees of principals and teachers to examine and recommend books for selection in all the schools. No book is changed and no new book adopted until there has been a year's study by the committees of all the available books in any subject for which a book is desired. The assistant superintendents direct the work of these committees, that is, they arrange for the meetings and get the reports and recommendations in shape for the consideration of the superintendent. With very few exceptions it has been my practice to recommend for adoption by the textbook commission the books selected by the committees.

"Our book orders are sent to the publishers shortly after the close of school in June. . . ."

Many replies failed to give a complete report of the procedures used. For instance, the reply just quoted left unanswered the following pertinent questions: How are supplementary and recreational-reading books selected? What methods are used by the textbook committees in evaluating books? Are new books given a trial in the classroom before recommendations are made? If so, what methods are used in making the trial? On the other hand, the replies often discussed phases of procedure which had not been mentioned in the questionnaire, such as the use of a sample book-room, the nature of the reports made by textbook committees, the basis used in passing upon requisitions for titles, and the co-operation given by public librarians in selecting recreational-reading books. Evidently the school officials regarded these phases as essential to the procedure used. Therefore, questions were formulated to cover each new point, and additional inquiries were made.

In order to secure the information which was still needed, a second letter was sent to those who seemed willing to co-operate further. Specific questions were prepared for each school system, and requests made for an interpretation of the data already furnished as well as for information on new points. The investigator enclosed an account of the procedure followed in the system in which she worked. The use of a second questionnaire enabled the co-operators to describe their procedure in much greater detail.

The second inquiry secured much additional information which suggested new issues for study. For instance, the superintendent whose reply has been quoted made the following illuminating additions:

". . . . Answering your further inquiries, I would say that:

"1. Supplementary and recreational books are chosen by the superintendent on recommendation of assistant superintendents, supervisors and committees. The usual procedure is for the assistant superintendent first to canvass the needs with teacher committees and supervisors and pass the recommendation on to the superintendent. Formal adoption by a textbook commission is not required in the case of supplementary books.

"2. There are no stated times at which texts are changed. The law provides that no book once adopted may be changed until it has been in use for at least three years.

"3. The reports and recommendations of committees that have studied texts are understood to be advisory. In the appointment of committees the superintendent reserves the right to reject the recommendations of any committee although I believe there has been only one instance in which this has occurred. The reports of the committees attempt to show just why the books recommended are superior to others examined.

"4. The textbook committees study the books individually and then meet to discuss them.

"5. We do use score cards. I am enclosing a sample.

"6. We do not try books before recommendations are made. It is impossible to try all the books offered in competition and unfair to try those of one company and not those of the other companies.

"7. We have no definite policy in respect to the size of the first order for books not previously used in the system. We get what we need.

"8. I am sending you a copy of the notice mailed to the publishers informing them of changes to be made at the end of this year.

"9. A room in the superintendent's office is used as a sample bookroom.

"10. Representatives of book companies are permitted to present the merits of their books to committees and to individual principals and teachers."

A comparison of the two replies from a system often revealed inconsistencies and contradictory statements. For example, in answer to the question, "Who selects textbooks for Grades IV to VI, inclusive," the co-operator who replied first for City 4 stated that "the book committee consists of about one-half principals and teachers. . . . The Supervisor of Texts and Libraries is always a member of our book committee." Another co-operator, who answered the second letter, described the membership as including "a group of teachers selected from the grades in which

the books are to be used, representatives from immediately adjacent grades, one or more principals, and representatives from the Department of Educational Research." It was imperative to correct the inaccuracies involved. In doing so the investigator wished to avoid asking the co-operator to duplicate information reported earlier. It was decided, therefore, to indicate to each co-operator the points on which information was still lacking. Accordingly, a blank form was prepared on which to summarize for each school system the information already submitted. In this connection, the following steps were taken:

First, a preliminary list was made of all the questions included in the first questionnaire together with others suggested by the correspondence with school systems and with publishers of children's books. The list was examined in the light of the information needed. It was noted whether the questions would apply to the procedures of any school systems and whether they would lead the co-operators to clarify the accounts already furnished. New questions were added when necessary.

Second, the selected questions were organized on a blank under three headings: textbooks, defined as "basic books in the school subjects"; supplementary books, defined as "books used to enrich units of study"; and recreational-reading books, defined as "books supplied for voluntary reading."¹ A few general questions were headed, "books of all types." This arbitrary classification of books was made for purposes of identification.

Third, the preliminary blanks were submitted for criticism to a college professor of education, an assistant superintendent of schools, and a grade supervisor. Revisions were made in the light of their suggestions.

Finally, a form was filled in for each co-operating school system with information secured from its reports. In this connection, correspondence from the co-operator and other materials submitted were studied and interpreted. The information thus secured was summarized on the blank in sequential statements which answered as many as possible of the questions listed. The statements were entered even if their meaning was obscure. In such cases, however, specific questions concerning them were raised in order to clarify the point or points at issue.

¹Copies of this blank and the corresponding blank for state school systems are included in the appendix (pages 130 to 136, inclusive).

A form letter¹ was prepared to accompany the blanks submitted for verification:

" . . . I am sending you a statement of my deductions from our correspondence. Will you please correct me if I have made any misleading or inaccurate statements on the enclosed information blanks, and answer questions for which I have no facts? As much additional information as can be supplied will be thoroughly appreciated. . . ."

The following textbook blank for City 52 (pages 9, 10, and 11) shows the form on which the data were summarized and returned to the co-operator:

City _____

Directions.- Correct any inaccurate statement; supply missing facts. Answer in as much detail as necessary to make your procedures clear.

TEXTBOOKS FOR THE INTERMEDIATE GRADES

Explanatory note.- "Textbooks" as used here refers to basic books in the school subjects.

1. Who selects textbooks for Grades IV to VI, inclusive?

The school law of the state of _____ provides for a textbook commission whose duty it is to adopt textbooks in the districts of the first class. This commission consists of the superintendent of schools, ex officio chairman, two members of the school board and two members of the teaching corps.

Preliminary selection is made by committees of principals and teachers appointed by the superintendent. The committees are usually composed of about ten members. An effort is made to have several members on a committee who were members of the Course of Study Committee in the subject for which the text is to be selected.

(Who are the committee chairmen?)

2. How are selections made?

Committees are appointed early in the school year. A notice is then sent to publishers informing them of the subjects in which books are to be adopted and of the date of the adoption the following spring. This notice includes a list of members of the textbook committees.

No book is changed and no new book adopted until there has been a year's study by a committee of all the available books in the subject for which a book is desired. The members study the books individually and then meet to discuss them.

¹This letter promised the co-operator a summary of the results at the end of the survey.

An assistant superintendent directs the work of the elementary committees, drawing up the reports and recommendations for the consideration of the superintendent. The reports of the committees attempt to show why the recommended books are superior to the others examined.

With very few exceptions the superintendent has recommended for adoption by the textbook commission the books selected by the committees. However, he reserves the right to reject the recommendations of any committee.

(Am I right in assuming that the same text in a subject is used throughout the city?)

3. How often are new texts in a subject adopted?

There are no stated times at which texts are changed. The law provides that no book once adopted can be changed until it has been in use for at least three years.

4. List the qualities and characteristics of textbooks which are considered in making selections. (Indicate by subjects, if necessary, and use the other side of the sheet.)

Language texts: The qualities are listed on a score card, a copy of which has been furnished.

(List the qualities which are considered in selecting textbooks in other subjects.)

5. Name any other specific items considered in making selections, in addition to those indicated in answer to Question 4.

6. List all of the methods used in the examination and in the evaluation of textbooks.

Study of books by committee members

Application of a score card to language texts (By how many different persons?)

Discussion by committee members in a meeting

7. State any way in which the needs and requirements of your course of study are given consideration in the selection of texts.

8. (a) Are textbooks given preference because they fit in directly with the course of study, or (b) are textbooks selected entirely on their merits and the course of study made to fit them, or (c) are both of the foregoing methods followed to some extent?

9. Check all the kinds of textbooks listed below to which score cards or rating scales have been applied.

Arithmetics

Histories

Language texts

Readers

Geographies

Spellers

- None

Of the 158 cities to which verification blanks were sent, 127 returned them. An analysis of the new information submitted showed that the co-operators made modifications as well as additions. In this discussion, the term, "modification," will be used to designate any change in, or addition to, an answer entered by the investigator. The term, "addition," will refer to information supplied for an unanswered question. Before presenting the statistical analysis of modifications and additions, an explanation will be given of the types of modifications and certain of the reasons for inaccuracies in the earlier answers.

Types of modifications.- An analysis of the modifications made revealed six different types, namely, amplification of statement, elimination of part of answer, partial revision, total revision, insertion of requested information relating to obscure points, and insertion of requested information relating to an interpretation. Each of these types will be defined and illustrated.

"Amplification" refers to the voluntary addition of facts which affect the meaning of the information given earlier. For example, in answer to the first letter of inquiry, City 4 stated that recreational-reading books were selected by "the elementary-books-of-the-year committee." On the verification blank the co-operator inserted the statement that the supervisor of libraries was responsible for the selections made, the "books-of-the-year" committee merely assisting.

By "elimination" is meant the striking out of part of the reply entered. For example, the following statement submitted by State 19 was copied on the verification blank as a partial answer to Question 3, "Who selects textbooks for state adoption?"

". . . The state board of education shall appoint a state board of textbook commissioners consisting of five citizens of recognized scholarship and professional standing, who shall have been actively and continuously engaged in teaching or in supervision of schools in this state for the five years preceding the date of appointment."

When the co-operator verified the blanks, he marked this passage "Omit."

As an example of "partial revision," City 84 modified its original report that there were two textbook committees for each subject by stating on the verification blank that there were three such committees.

A "total revision" is illustrated by a change made on the recreational-reading-book blank for City 127. This city had reported that no co-operation was given by public librarians. However, the co-operator, when confronted with this statement on the verification blank, totally revised his original reply: "Since answering the above, I learn that the city librarian ascertains through some of the teachers what books they—the teachers—would like to see placed in the library, and it is done frequently."

The "insertion of requested information relating to obscure points" is exemplified in the report for City 4. The co-operator had failed to describe fully the procedure followed in examining books. In response to a specific question concerning this point, she filled the other side of the sheet with an illuminating explanation.

"Insertion of requested information relating to an interpretation" was the last type of modification found. City 4 had sent in an elaborate score card which was used apparently in the selection of library books. However, the investigator asked:

"Am I right in assuming that library books are judged by means of the 'Score Card for Selection of Library Books' and that this step is followed by scoring according to the appropriate section of Form No. 843-697?"

The co-operator replied:

"No! Nothing so mechanical. The score card was made because all other departments were making them. I doubt whether any of us actually use them. They were instructional to some people."

Reasons why modifications were necessary.- It is pertinent to ask at this point why the co-operators found it necessary to change statements previously made. In City 118, for example, a coincidence caused the co-operator to supply information for the wrong type of book. In reply to the first questionnaire she furnished detailed but incorrect information. This information was interpreted and sent to her on the verification blanks as follows:

1. Who selects textbooks for Grades IV to VI, inclusive?
The grade supervisor.

2. How are the selections made?

The supervisor makes studies of conditions in the system as revealed by standardized tests, etc., and is continually working on the course of study. She also reads reports made by others. She is active not only in selecting books, but in preparing and sending out into the schools material not available in books written for children, sometimes incorporating in her sheets material taken from books which the system cannot afford to buy. When she has exhausted every possible source and reading material is still needed, the book goes on the list to be ordered.

Later when the investigator requested the return of the verification blanks, the co-operator sent the following answer:

". . . . I remember the original questionnaire that I filled out and sent to you, and when I received the summary mentioned, I realized that I had failed completely to give you the true idea of the way our books are selected. Since that time, I have moved and my office is quite upset and the summary has vanished.

"What I can do to help you get the data you need, I do not know because of this, but if you can return to me the original sheet that I made out at your request, together with questions, answers to which would make our method of selecting books more

explicit, I shall be glad to do what I can to make the matter plain.

"I am deeply interested in research and in full sympathy with the work that you are attempting to do. Please feel free to make any suggestions that occur to you concerning the data you would like me to send. I very much regret the delay which I have caused in the work you are doing."

The co-operator made extensive revisions in the data previously submitted. For example, the portions of the blank which have been quoted now read as follows:

1. Who selects textbooks for Grades IV to VI, inclusive?

Committees of teachers in the grades concerned, with the assistance of the grade supervisor who acts as general chairman of the committee and also evaluates the books that are most seriously considered by the committee.

2. How are the selections made?

Publishers are notified that a text is to be selected and are invited to send samples. They are also requested not to send their representatives to canvass teachers and supervisors.

The committee of teachers is appointed not later than October and is not allowed to make a final report until the following May. No definite time is set for the final report. The committee works until it is satisfied. Sometimes a committee carries on its investigation through more than one year.

Each member of the committee makes a careful study of from six to ten texts and scores them. At a meeting at which the committee members pool their judgments, the texts rated lowest are dropped from the list. Other such meetings are held until the list is cut down to three or four. All the members of the committee score these texts.

The grade supervisor submits to the committee her evaluations with the request that as she gives her reports each member check them against the text considered. This is done in a very informal way, and the teachers feel that in doing this checking they are helping the supervisor to accomplish her desire to be very accurate in her rating. (The real purpose is the improvement of teachers in service as well as a decision unbiased by personal prejudice.)

Then a date is set for a meeting at which publishers' representatives discuss their books under consideration. Following this a date is set for another meeting at which the final ballot is taken.

The reason for the inaccuracies on the questionnaire was explained as follows by the co-operator:

"With the Fourth of July before me and my office door as well as the building locked against intrusion, I believe I shall be able to tell you the truth this time.

"I regret exceedingly the erroneous statements in my first attempt. I remember, however, how it came about. Since we have been developing our technique in the use of the mastery unit with provision for individual differences we have received an unusually large number of questionnaires. . . . This year, with the change in our administration, a greater number than usual of these questionnaires came to my desk. Just before I picked up yours, I had filled out one in which I had to distinguish all the way through between 'supplementary readers' and 'supplementary texts.' I had formed the habit of eliminating regular textbooks from my thought, and had written of all our supplementary books as 'texts' and 'readers.' I went through your questionnaire in the same frame of mind. On your pages concerning textbooks I gave the data for what I had been considering 'supplementary texts,' and on your pages for supplementary books I gave the data for what I had been considering 'supplementary readers.'

"My blunder was unpardonable from your standpoint, however, and I am very glad to be able to correct it, and I hope what I have written this time will be intelligible. I am very much interested in research work and am fully aware of the difficulties under which it is carried on. . . ."

Several other explanations were given of the reason for incorrect information on the replies to the questionnaires. For example, two city superintendents had described the selection of recreational-reading books for the junior-high-school grades rather than for Grades IV, V, and VI. One superintendent had not known that the public library supplied recreational-reading books to the schools of the city. A few state superintendents had quoted legal requirements without indicating customary deviations. Several superintendents, curriculum specialists, and supervisors had reported only one of the several procedures which were used in the system. In each of these cases, a review of the data submitted in summarized form revealed to the co-operator errors in the information he had given.

In a few other instances the reason for errors in the questionnaire data could be inferred. One superintendent who referred the first questionnaires to the secretary of the school committee found it necessary to revise six statements on the verification blanks. It is probable that the secretary was not qualified to supply the information requested. In instances where the

original information was so incomplete that wrong interpretations were made, the co-operators in all likelihood welcomed the opportunity to correct the data.

Statistical Analysis of the Modifications
and Additions Secured

The number of additions and modifications made on the verification blanks was determined. It will be recalled that four kinds of blanks were submitted to the city school systems, namely, textbook blanks, supplementary-book blanks, recreational-book blanks, and books-of-all-types blanks. However, not all the systems had furnished information for all types of books. Obviously the systems which had supplied no facts for a particular type could not make modifications on the blank for that type, though they could make additions.

Modifications.- As shown in Table I, it was possible for ninety-two cities to make modifications on the textbook blank. The remaining thirty-five cities had given no information which could be entered on this blank. Thirty-one of these cities used state-adopted texts, one reported that it prepared its own texts,

TABLE I

PERCENTAGE OF CITIES WHICH MADE MODIFICATIONS
ON EACH KIND OF VERIFICATION BLANK*

Item	Text- Book Blanks	Supple- mentary- Book Blanks	Recrea- tional- Book Blanks	Books- of-All- Types Blanks
Number of cities which could make modifications	92	109	91	114
Number of cities which could not make modifications	35	18	36	13
Number of cities which made modifications	90	94	68	45
Percentage of cities which made modifications	98	86	75	39

*This table is based on the blanks returned by 127 school systems.

and the three other cities failed to supply information concerning textbooks in reply to the questionnaires. For similar reasons

certain cities could not verify information relating to other types of books.

The last horizontal row of figures in Table I shows the percentage of cities which made modifications. Ninety-eight per cent found it necessary to make changes on the textbook blank, 86 per cent on the supplementary-book blank, 75 per cent on the recreational-book blank, and 39 per cent on the books-of-all-types blank.

Table II shows the number of modifications made on the various kinds of blanks. In tabulating the modifications, each change in an answer was counted as one item. This plan was

TABLE II
NUMBER OF MODIFICATIONS MADE BY CITIES ON
EACH KIND OF VERIFICATION BLANK

Type of Modification	Text- book Blanks	Supple- mentary- Book Blanks	Recrea- tional- Book Blanks	Books- of-All- Types Blanks	All Blanks
Amplification of state- ment	76	52	25	20	173
Elimination of part of statement	6	4	1	1	12
Partial revision	11	7	3	2	23
Total revision	35	31	15	15	96
Insertion of requested information relating to obscure points	626	308	142	33	1109
Insertion of requested information relating to an interpretation	18	4	2	1	25
Total number of modifica- tions	772	406	188	72	1438
Number of answers subject to modification	840	838	593	347	2618
Average number of modifi- cations per answer	.92	.48	.32	.21	.55

adopted because different types of modifications were sometimes

made in an answer. The types of modifications have already been defined (pages 16 and 17). The entries to be explained first in Table II are those in the horizontal row designated as "Number of answers subject to modification." As indicated earlier, the investigator could find no information in the reports for certain questions. Obviously there was in such cases nothing subject to modification. As shown in the table, the number of answers subject to modification is highest for texts and supplementary books. This is due to the fact that the reports gave more information concerning texts and supplementary books than concerning the other types. It should also be pointed out that the blank for books of all types contained fewer questions than did the other blanks.

The last column in Table II presents the total number of each type of modification made. A significant fact shown is that in ninety-six instances the co-operators made total revisions. The most striking fact is, however, that over 1,100 insertions of information on obscure points were made. It is needless to add that the large number of such modifications doubtless increased the accuracy of the data.

The last horizontal row of figures in Table II gives the average number of modifications per answer. The average for the textbook blank was .92 or almost one change for every answer. The average for the other blanks ranged from .48 to .21. The average for all blanks was .55 modification per answer, or approximately one change for every two answers.

A notable fact not shown in Table II is that the average number of modifications for a particular question ranged as high as 2.77 (Question 2 of the textbook blank). At least a few modifications were made in answers to every question except one (Question 8 of the recreational-book blank). However, only two answers to this question were recorded.

The number of modifications made by state school systems was also determined. All of the state systems made modifications on the textbook blank and 73 per cent of the systems on the blank for books other than texts. Table III sets forth for state systems, as Table II did for cities, the number of modifications made. The table shows that a total of 358 modifications was made on the 28 verification blanks which were returned. It also shows that the average number of modifications was .67.

Additions.- It will be recalled that the co-operators were asked to answer questions for which the investigator had found no information in the reports. Table IV shows the percentage of cities which made additions on each kind of blank. As shown in the last row of figures, large percentages of the cities whose blanks contained unanswered questions made additions.

TABLE III

NUMBER OF MODIFICATIONS MADE BY STATES ON
EACH KIND OF VERIFICATION BLANK*

Type of Modification	Textbook Blanks	Books-Other- Than-Texts Blanks	All Blanks
Amplification of statement	48	9	57
Elimination of part of statement .	3	0	3
Partial revision	17	0	17
Total revision	15	1	16
Insertion of requested information relating to obscure points . . .	186	55	241
Insertion of requested information relating to an interpretation . .	19	5	24
Total number of modifications . . .	288	70	358
Number of answers subject to modi- fication	438	93	531
Average number of modifications per answer	.66	.75	.67

*The data in this table are based on the twenty-eight
verification blanks returned.

TABLE IV

PERCENTAGE OF CITIES WHICH MADE ADDITIONS
ON EACH KIND OF VERIFICATION BLANK

Item	Text- book Blanks	Supple- mentary- Book Blanks	Recrea- tional- Book Blanks	Books- of-All- Types Blanks
Number of cities whose blank con- tained unanswered questions .	85	110	120	123
Number of cities which answered additional questions	84	95	87	71
Percentage of cities which an- swered additional questions .	99	86	73	58

Table V shows the percentage of the unanswered questions for which information was later secured. As shown in the last column of the table, 1,282 replies, or 44 per cent of the number possible, were given by the co-operators.

TABLE V
PERCENTAGE OF ADDITIONS MADE BY CITIES ON
EACH KIND OF VERIFICATION BLANK

Item	Text- book Blanks	Supple- mentary- Book Blanks	Recrea- tional- Book Blanks	Books- of-All- Types Blanks	All Blanks
Number of questions with- out answers	516	867	1295	268	2946
Number of additional an- swers given	273	349	505	155	1282
Percentage of additional answers given	53	40	39	58	44

The state school systems also made many additions. Eighty-eight per cent of the states supplied answers on the textbook blank and 91 per cent on the blank for books other than texts. Seventy per cent of the unanswered questions on the textbook blank and 93 per cent of those on the blank for books other than texts were finally answered.

Evaluation of the Correspondence-Verification Technique

It is evident from the description given of the correspondence-verification technique that its use increases considerably the effort and expense involved in collecting questionnaire data. The investigator must prepare an individual letter for each co-operator after analyzing the reply to the form letter of inquiry. He must fill in a blank for each co-operator with the facts submitted in the earlier reports. He must then send the blank to the co-operator for verification. It would seem, however, from the results secured in this study that time is well spent in verifying questionnaire data.

Another disadvantage of the technique is the demand made upon the time of the co-operator. He is asked to answer two ques-

tionnaires and to verify a summary of the information submitted. However, the technique facilitates in certain respects his progress in supplying information. After replies are received to the first questionnaire, further questions are so stated as to apply to the co-operator's particular practices. Since the verification blanks are filled in for the co-operator, he needs only to make modifications and additions.

From the objective data which have been presented it is clear that the correspondence-verification technique is effective in increasing the accuracy of questionnaire data. As has been shown, its use secured 1,796 corrections (cities, 1,438; states, 358) from 155 co-operators. However, the objection may be raised that the investigator misinterpreted the data, thereby making revisions necessary. Assuming that this is true, the value of the technique is quite obvious.

The correspondence-verification technique also increases the possibility of obtaining data representative of current practices. It reveals important phases of the problem under study which may not have been known to the investigator. They are identified through analysis of the questionnaire data. The technique also secures additional information. In this study, for example, 1,282 additions were made by 127 city school systems.

Furthermore, the correspondence-verification technique overcomes practically all of the disadvantages inherent in previous techniques for verifying questionnaire data. It can be employed in an extensive survey. It can be used even if only one co-operator in an institution supplies data. It obtains the correction of errors which are not at first apparent to the investigator. It can be applied while the investigator continues his regular work. Because of the advantages of the technique, it was employed in obtaining from school systems the information presented in Chapters III, IV, and V.

CHAPTER III

DESCRIPTION OF TYPES OF ADMINISTRATIVE PROCEDURE USED IN CITY SCHOOL SYSTEMS

The purpose of this chapter is to describe the types of administrative procedure followed in city school systems in selecting books. The specific standards and methods used in carrying out these procedures will be analyzed in Chapter IV. Chapters III and IV reveal significant differences in current practice and identify problems which merit intensive study.

As stated earlier, 135 city school systems reported their procedures in selecting school books. A careful examination of the reports showed that book selection is in a chaotic state. As yet, standardized methods have not been developed and systematic procedure is followed in but few places. Even where a well-planned procedure has evolved, it is too often applied to the selection of textbooks only. An analysis of the reports submitted was made in order to determine the types of procedure in use. It was difficult to classify the findings except on the basis of the agency which selects books. Separate tabulations were accordingly made for textbooks, supplementary books, and recreational-reading books. Since procedures of the same general type varied widely in detail, an analysis of the variations was also made.

Six types of procedure may be distinguished briefly: (1) selection based on the consensus of opinion of all the staff members concerned with the book; (2) unguided selection by the principal and teachers; (3) guided selection by the principal and teachers; (4) selection by central book committees; (5) selection by central curriculum committees; and (6) selection by central staff members. In some instances the procedure used included elements of more than one of these types. In such cases it was classified according to its major aspects. Table VI presents the percentage of school systems reporting each type for textbooks, supplementary books, and recreational-reading books. In the discussions which follow, each type of procedure is defined and illustrated, the administrative variations are reported, and significant questions are raised. Since some school systems secure recreational-reading books from the public library, forms of library co-operation are described in a final section.

TABLE VI

PERCENTAGE OF CITY SCHOOL SYSTEMS FOLLOWING EACH
OF SIX TYPES OF ADMINISTRATIVE PROCEDURE

Procedure	Text- books	Supple- mentary Books	Recrea- tional- Reading Books
Selection based on the consensus of opinion of all the staff members concerned .	5	1	
Unguided selection by the principal and teachers	1	12	18
Guided selection by the principal and teachers	4	16	23
Selection by central book committees . . .	64	28	20
Selection by central curriculum committees	12	8	
Selection by central staff members	14	35	23
Total	100	100	84*

*Sixteen per cent of the city systems reporting follow none of these procedures, but secure all of their recreational-reading books through co-operation with the public library.

Selection Based on the Consensus of Opinion
of All the Staff Members Concerned

The consensus of opinion of all the school officials concerned in teaching and supervising a school subject may determine the selection of books in that subject. The superintendent or a department of the central staff may ask a group of staff members to name the best title in a particular subject. The group may consist of elementary teachers, principals and supervisors, of teachers, of principals, or of both teachers and principals. Usually no provision is made to assist those concerned in making their selection. The superintendent recommends to the board of education the book receiving the largest number of votes, if approval by the board is required. As shown in Table VI, 5 per cent of the cities reporting used this type of procedure in selecting textbooks, 1 per cent in selecting supplementary books, and none in selecting recreational-reading books.

City 13, which follows this plan, reported that every year

the superintendent asks elementary teachers to list and criticize the books which in their opinion need to be changed. When the staff agrees in objecting to any book which has been in use for five years or more, the superintendent asks the board of education to permit a change in texts. If approval is secured, he then invites the teachers, principals, and supervisors to recommend a new book. The principals are usually supplied with sample copies by the publisher.

"If there appears to be considerable unanimity of opinion in favor of a particular text, the superintendent recommends that book to the board for formal adoption. In case there is a very sharp difference of opinion, or very few teachers express any interest in the subject, he is not likely to recommend the change."

Consensus of opinion is used in this system in selecting textbooks only. Committees of teachers recommend supplementary books, and the public library supplies recreational-reading books. The assistant superintendent reported that the selection of supplementary books by the central committee plan constitutes a "bigger physical labor problem" than does the selection of textbooks by the plan of consensus of opinion.

Four administrative variations were reported which provide for some study of the books before staff members are asked to give their opinions:

1. The director of curriculum and research often sends out bulletins inviting teachers to examine new books in his office. Sometimes he gives to each teacher of the subject single copies of different textbooks to use in carrying out a new course of study. After using the books for a semester, the teachers report their first, second, and third preferences. The director then recommends to the superintendent the book receiving the greatest number of votes.

2. The superintendent sometimes receives recommendations in a general teachers' meeting. At other times he confers with a committee of three teachers who have gathered suggestions from the other teachers. Copies of the recommended books are then given to each teacher so that she can form her opinion of their relative merits. Sometimes the teachers are allowed only three weeks for this examination and at other times as much as a school year. "If two-thirds or three-fourths of the teachers are convinced that a book or set of books is desirable, their will is apt to prevail. . . ."

3. The superintendent notifies principals that a change is to be made in textbooks and furnishes them with samples of books

in the field. After a month's study, the principals meet and agree upon a recommendation to the superintendent.

4. The superintendent asks each principal and his teachers to study available textbooks in a particular subject and to agree upon recommendations. The principals submit their recommendations with reasons to the superintendent.

The variations reported suggest the following question relative to selection based on the consensus of opinion of the staff members concerned: Should books be selected on the basis of personal opinion of the staff, consensus of opinion after experimental use of the books, or by some other method?

Unguided Selection by the Principal and Teachers

A second plan requires each principal and his teachers to select books for their school but provides no guidance. The only regulation made by the central staff is that purchases must not exceed the book budget for the school. However, the principal is free to ask help from the superintendent, supervisors, or other school officials. In systems maintaining elementary-school libraries, the principal, as a rule, asks the opinion of his librarian. Although purchases must be authorized by the superintendent, his approval is a more or less routine matter. According to this procedure the same book is not necessarily chosen for all the elementary schools as when consensus of opinion is used.

As a reason for using this procedure, several school systems reported that they buy too few supplementary and recreational-reading books "to justify setting up any elaborate machinery for their selection." In other systems, only the funds raised by the school or by parent-teachers' associations are used for purchasing such books. Eighteen per cent of the cities reported unguided selection in securing such books and 12 per cent in securing supplementary books. Only 1 per cent employed this procedure in securing textbooks (Table VI).

As an example of unguided selection, City 53 reported that supplementary and recreational-reading books are selected by the principal, who usually buys the books which his teachers recommend. Most of the books are bought in the spring. However, the principal may requisition books at any time provided there is a balance in his book budget. Often different principals choose the same books. Practically all of the elementary schools in this city have public library stations in their buildings.

Certain variations in unguided selection were reported by the city school systems. However, some element of guidance appears in a few of the following variations:

1. In the case of reading, supplementary books are selected by a central committee which considers suggestions from the teaching staff. In other subjects, teachers and principals select such books without guidance.

2. The superintendent maintains a library of sample books for teachers and principals.

3. The school librarian requisitions books, considering suggestions from teachers in the school.

4. The principal appoints a committee of teachers, one each from the primary, middle, and upper grades. This committee meets once a year to select books for the school library.

5. The principal selects supplementary books from an approved list. In preparing the list, the superintendent obtains recommendations from teachers and the approval of the school board.

6. The principal can buy only the books on the approved state list with state appropriations. With other appropriations he may buy unlisted books as well.

Inherent in the variations described are certain significant questions: If the principal and teachers are unguided, are they always able to select suitable books for their school? In case few books are to be purchased, to what extent should their selection be regulated?

Guided Selection by the Principal and Teachers

According to the third plan, the principal and teachers again have the responsibility of selecting books for the school, but they receive definite guidance from members of the central staff. Such guidance is provided in different school systems by various school officials: usually superintendents and grade supervisors; oftentimes assistant superintendents; occasionally the director of elementary education, the director of research, the school librarian, a committee of teachers and principals, or a committee of teachers and a supervisor. In a few cities public librarians guide the selection of recreational-reading books.

Guidance is given throughout the school year or only at certain times, for example, when Book Week is being observed, or when requisitions for books are to be prepared. It may consist of revisions in the principal's requisitions or of analysis of needs and assistance in selecting appropriate books. The direction may be barely indicated or elaborately worked out. From these variations it would seem that some school officials are interested primarily in seeing that suitable books are selected. Other school officials aim also to help the teaching staff acquire

added professional insight. According to this twofold purpose, guidance in book selection is an essential phase of school supervision.

The procedure of guided selection was reported by 4 per cent of the cities for textbooks, 16 per cent for supplementary books, and 23 per cent for recreational-reading books (Table VI).

City 74 is an example of the cities which furnish guidance throughout the school year. In this city a library appropriation is given to each school. The principal requisitions supplementary and recreational-reading books, which are chosen by the individual teacher with his advice. (The city is required to use state-adopted textbooks.) Supervisors of special subjects, such as nature study, art, music, and physical education, recommend to teachers and principals books for these subjects. The director of elementary education encourages teachers to examine books in the other subjects.

In order to keep teachers well informed, the director issues bulletins describing new books. She also invites teachers to examine new books in her office. In the past few years she has taken an inventory of books used in the system in teaching geography, history, and reading. In this connection she asks the teachers to describe specifically on a blank form the characteristics and values of each title. Each teacher is sent a summary of the information collected so that she may make comparisons. The director also makes suggestions to course of study committees in the light of such information and assists teachers to make improved choices.

The director often asks committees of from three to fifteen teachers to submit written evaluations of certain sample books in her office. Sometimes she asks teachers to study a particular book carefully or use it with different classes, and to report by a certain date the reactions of the pupils. At other times she sends sets of five to fifteen books to a teacher with directions for determining the pupils' preferences.

Among other steps taken, the director makes suggestions for scoring books. Also, the deputy superintendent holds an annual exhibit of books loaned by publishers for several weeks in the spring. Teachers are invited to study these books at their leisure. Furthermore, there is close co-operation between the public library and the school officials in City 74. Particularly during Book Week, librarians talk to groups of teachers, parents, and children about juvenile literature.

Publishers' representatives are permitted to present new books to teachers and principals. However, they usually interview only the director of elementary education.

A school may order its books at any time as needs arise. Usually the largest orders are placed toward the close of the school year to insure an adequate supply for the fall semester.

The correspondent for City 74, after detailing this procedure, added,

"On the whole, our scheme of selection seems to work very satisfactorily for a city of this size (82,000 population). It has a tendency, however, to encourage a great amount of initiative on the part of each teacher to the extent that there may develop at times a lack of uniformity and standardization which is not wholly desirable. . . . This (uniformity) is being accomplished through bulletins sent from the Director's office. . . . This attempt has met with the approval of the teachers."

The variations in the foregoing procedure include other forms of guidance:

1. Before making the allotment of library funds, the assistant superintendent requests the principal to estimate the extent to which the books in his school meet minimum standards for the various grades and subjects. The assistant superintendent furnishes the principal with a book list approved by the subject supervisors, directions for making the book survey, and an inventory sheet for recording the results, and directs the principal as follows:

". . . . The Book List should serve to build up a picture in your mind of what would be a satisfactory number of books for your school. With this standard in mind, you should come to some conclusion as to where the weak spots are that need to be built up. . . ."

Each year a certain amount of money is deducted from the per capita library allotment to provide a fund for purchasing books for the entire school system. One year, for example, several hundred dollars' worth of English books were selected by the supervisor of English and circulated in the elementary schools as an exhibit.

Book requisitions of principals and recommendations of supervisors must be approved by a committee composed of the superintendent, the director of research, and the assistant superintendent in charge of elementary schools.

2. Nine experimental schools are maintained in each of which the teaching of one or more subjects is studied. New school books are collected in the experimental schools and the headquarters library. In November and December the principals and teachers are invited to examine these collections. The general supervisors then ask the principals and teachers to indicate the

books they consider best. A list of these titles and others compiled by the experimental centers is sent to each school. These lists serve as a guide to the principals when making their requests to the general supervisors. The requests must be approved by the supervisors, the assistant superintendent, and the board of education.

3. The director of elementary education invites principals and teachers especially interested in a subject to meet with her and examine books in that subject. She then discusses the results of this examination in the light of curriculum needs. If she considers another book more suitable than that requisitioned, she confers with the principal and teachers.

4. A committee of the superintendent's advisers (teachers and principals) examines sample books collected in the textbook room and recommends a list for each grade. A copy of this list is sent to each school, together with a supplementary-book order blank containing suggestions to guide teachers and principals in determining needs. The teaching staff is also urged to examine samples, especially those in the textbook room, before making requests.

5. The elementary supervisor confers with each principal in regard to the books needed. She makes available in her office sample books and files of pertinent materials. In addition the central staff notifies principals of exhibits of children's books in the public library and in book shops.

6. The grade supervisor places in the front flyleaves of sample books a brief evaluation to guide principals and teachers in examining them. She discusses and exhibits new books in meetings for the teachers of a school and again for large groups.

7. The superintendent and principals give teachers sample books to try out with their pupils. At the next grade meeting (held every two weeks) each teacher reports her experience with the book. If the other teachers approve her report, and if the book satisfies their own standards, they requisition copies.

Furthermore, the school librarian in this system often sends book reviews to a teacher when they indicate that teacher's special interests.

8. The grade supervisor or superintendent supplies classroom reading tables with a few copies of interesting new books. If the teachers and pupils like the books, enough copies are obtained to supply the room.

9. The central office subscribes for professional magazines for each elementary school. Book reviews in these periodicals guide the principal in selecting supplementary texts.

The various forms of guidance reported suggest the following questions: By what means can the central staff keep teachers and principals in touch with suitable books, for example, book lists and bulletins, exhibits of samples, notices of book displays in the public library or book shops, in teachers' meetings, or some other means? If experimental schools are desirable as a source of guidance, how can they be used to best advantage? To what extent should the initiative of the teacher in book selection be stimulated or restricted by guidance?

Selection by Central Book Committees

According to the fourth plan, a central book committee recommends books for one or more grades in all the schools of the system. Such committees are composed of teachers, principals, and central staff members who select all the books supplied, or of school librarians who select recreational-reading books only. The central committee plan was reported most frequently, 64 per cent of the cities employing it for textbooks, 28 per cent for supplementary books, and 20 per cent for recreational-reading books (Table VI).

Committees of the teaching and central staffs.- The type of committee reported most often is composed of teachers, principals, and the superintendent, the chairman being an assistant superintendent, a supervisor, or a principal. Sometimes, however, these committees are composed entirely of teachers, principals, or superintendents. Occasionally, a normal-school instructor, a high-school principal, a high-school department head, a junior-high-school principal, or a member of the board of education serves on the committee. In fact, almost every type of school official was reported as a member at least once. The teachers are appointed by the superintendent from the grades in which the books will be used. The number of teachers ranges from two to twenty-seven, the median being six; the number of elementary principals ranges from one to all in the city, the median being two; and the number of supervisors from one to five, the median being one.

Few of the city school systems have any definite policy as to the amount of time allotted for committee work. Some systems reported a period of several months, one of only twelve hours, and another of more than two years. The number of meetings, usually determined by the chairman, ranges from one to thirty. They may last for an hour or an entire school session.

Sometimes the superintendent or a central staff member advises the committee concerning the procedure to be followed, but more often the members themselves organize their work. Assistance

in developing methods is sometimes given by the department of educational research.

Usually the members study the books independently, then meet to pool their judgments. However, the examination is sometimes made in committee meetings. Members may be asked not to give individual interviews to publishers' representatives, especially if the committee interviews the representatives.

After the committee has examined the books, it recommends one or a few of them, or submits a list to the superintendent. In a few school systems committees are required to submit a report of the merits of each book examined. After reviewing the report, the superintendent may recommend further study of the books, may challenge the committee, or may follow the recommendations exactly or with modifications. The work of the committee is then ended, and when books must be selected again, a new committee is appointed.

The procedure followed in City 11 in selecting supplementary and recreational-reading books illustrates the plan of selection by a central book committee of the teaching staff. Every year in April a committee is organized, consisting of six principals, six teachers, the supervisor of texts and libraries, and the deputy superintendent, who is chairman. New reading materials which have been received for Grades IV, V, and VI are listed, a copy of the list being given to each member.

The committee meets to hear ten-minute talks given by representatives of the publishers whose books are listed and to question them. Typed outlines, reviews, and excerpts from favorable comments concerning the books are left with each member.

The members are then paired according to the similarity of the needs of their schools. The members of a pair divide one publisher's materials and later exchange. Each of the pair tries out the books in her classroom and has the teachers in her school examine the material.

A meeting of the committee is then held at which each member reports upon the books which she has evaluated. The other members examine the books. Taking into consideration all reports and personal impressions, every member grades each book on a simple score sheet. Books ranking lowest are eliminated, and then the others are scored in detail.

The final recommendation to the superintendent consists of "sets of drill or work-type books and the number for each class, sets of supplementary books, and single copies for the reading table or school library." Three to five meetings over a period of one month are necessary for the committee work.

After the list is approved, the books are exhibited for two weeks in the teachers' library. Teachers and principals then make their selections from the list.

The deputy superintendent stated, "This general plan has been used by my office for the past four years and has proven not only efficiently workable but very satisfactory." The director of educational research reported certain difficulties in carrying out the plan: "time and labor involved," "influence of book salesmen," "conflicts with established courses of study," and "natural opposition on the part of teachers to innovations."

Ten variations within this type of procedure were reported by different cities:

1. After the central staff decides that a textbook should be changed, the superintendent arranges with a principal to try out a new series of books in the subject. The adopted texts taken from this school are used to fill requisitions from other schools. When the supply of such copies is exhausted, the superintendent arranges for a different series of books to be placed in another school. As often as it is necessary to purchase new texts in the subject, such an arrangement is made. By the end of the semester a committee is formed of the principals and teachers who are trying out new books and enough other teachers to represent each grade by at least two members. During the next two semesters the committee members study and score the new books in the light of their experiences with each in the classroom. If the members fail to agree upon the best textbook, a new committee is appointed so that a recommendation may be made by the end of the following school year. Recommendations must be approved by the textbook commission, which is composed of two members of the school board, two principals, and the superintendent.

2. Committees are of two types, administrative and textbook. The administrative committee determines general policies and procedures for the textbook committees, assists them in formulating guiding principles, and passes upon their final reports. Each textbook committee reports to the administrative committee the reasons for supplying a different text, indicates the type of book desired, and also submits score cards for evaluating various texts. The textbook committees also interview publishers' representatives, agree upon texts to be scored, and submit final reports to the administrative committee. These reports include recommendations, a list of the books scored, the individual and committee score sheets, and a summary of score-card results.

3. The council on elementary textbooks is a standing committee composed of a teacher from each of the first six grades, five elementary principals, the primary supervisor, and the super-

visor of Grades IV to VI, inclusive. The council reads and discusses textbooks at its meetings. The board of superintendents' committee of two members examines each book which the council recommends. If a book is not recommended, the publisher may submit another copy to the superintendents' committee. This committee presents its recommendations to the entire board of superintendents which in turn submits to the board of education a list of books for adoption.

4. Whenever a new textbook seems to be needed, the book-needs committee, composed of twelve elementary-school principals, makes a recommendation to the superintendent. The superintendent then appoints three teachers to score sample textbooks in the subject. The score sheets, filled in independently by the teachers, are filed in a loose-leaf notebook for the superintendent's consideration.

5. The committee on textbooks, which selects all the books used in the schools, is divided into subcommittees for the following subjects: arithmetic, English, history, reading and literature, geography, science, and miscellaneous subjects. The subcommittees report their recommendations and also the criteria which they used in examining books. After examining the reports the entire committee votes to accept or reject the recommendations. The superintendents call the committee chairman before them to defend the recommendations.

6. A supplementary-book committee is appointed annually. It consists of three teachers from each elementary grade, three elementary principals, the primary supervisor, the director of school libraries, and the assistant superintendent, who is chairman. This committee is divided into six subcommittees, one for each grade. The subcommittees meet every month to read and evaluate new books. They report to the committee of the whole, which passes upon the recommendations.

7. The superintendent sends the elementary-school principals a notice requesting recommendations of books. The principals meet and appoint committees to examine textbooks and to make recommendations to the board of examiners, consisting of superintendents, principals, and an assistant supervisor. Supervisors of special subjects, the assistant superintendents, and usually a few teachers also send in recommendations. However, recommendations are considered only if they are supported by reasons. The board of examiners holds conferences with representatives of the principals and others, and then selects a list to present to the board of education.

8. The elementary-school principals appoint a committee of three of their number. A majority vote of this committee

selects a textbook.

9. A traveling-library committee has charge of circulating school books. It recommends supplementary books directly to the board of education. The recommendations are based upon requests for books which have not as yet been supplied.

10. A large committee of teachers reviews new texts and summarizes its findings. A small committee of supervisors and teachers studies the report and makes recommendations to the head of supervision.

These variations relative to the central committee plan suggest the following questions: If supplementary committees are organized to assist the selecting committee, what should be the functions of each? Can this procedure be used as advantageously with supplementary and recreational-reading books as with textbooks?

Committees of school librarians.-- Book committees of the school library staff were reported by only 3 per cent of the cities. As stated earlier, such committees select recreational-reading books only. Their procedure is quite different from that of committees of the teaching staff, as the following example will show.

In City 4 the department of school libraries prepares an annual supplement to its library purchase list for elementary schools. The work is done by a committee of six elementary-school librarians appointed by the supervisor of libraries.

All elementary-school librarians make note during the year of unavailable books for which teachers ask and of other titles which seem to be needed. The committee visits the public library to inspect the list of new books for children. The supervisor of libraries asks each subject supervisor to suggest titles and to evaluate new books on her subject, for example, a popular book on art or a social-science reader. Each committee member then evaluates certain of the titles obtained. She also reads reviews of these books and records her impressions.

After three or four meetings with the assistant supervisor, the committee submits a list of books to the supervisor of libraries. The supervisor asks the head librarian of the children's and the schools' division of the public library to meet with her and revise the list, if necessary, before she sends it to the head of supervision. The list is finally approved as a matter of routine by the board of education.

The supervisor of libraries made the following comment upon her conferences with the subject supervisors: "The personal and social method of co-operation is the only one that we have found satisfactory. Judgment may be modified on both sides, and

interest in the books extended to teachers through their subject supervisors."

A variation in the foregoing procedure is as follows: The elementary and junior-high-school librarians meet once a month with the director of libraries. Each librarian reviews one or two books, presenting comments from library bulletins as well as her own impressions. The librarians also encourage teachers in their school to recommend books. Books are selected by the school librarian for her school, but approval must be secured from the director of libraries. Those purchased with public library funds must be approved also by the head of children's work in the public library.

Although this procedure was reported only a few times, it suggests certain pertinent questions: To what extent should school librarians be responsible for selecting recreational-reading books? To what extent should the teaching staff be responsible? What assistance should be asked of public librarians?

Selection by Central Curriculum Committees

Central curriculum committees which revise the course of study in a particular subject may also select books for that subject. Unlike book committees, which are organized for a limited period, curriculum committees are permanent. They are composed largely or entirely of teachers, the number reported varying from three to thirty. The number of elementary-school principals on such committees varies from one to all in the city. The superintendent, an assistant superintendent, a supervisor, or a research specialist may also be a member. The total membership of curriculum committees ranges from three to thirty-five. Often the chairman is a superior teacher, a principal, or a supervisor, elected or appointed, usually by the superintendent or an assistant superintendent. Occasionally the superintendent or an assistant superintendent is chairman. Selections may be made at regular intervals, or whenever a new course of study is prepared or a need for new books arises. This plan was reported by 12 per cent of the school systems in selecting textbooks and by 8 per cent in selecting supplementary books (Table VI). No system reported its use in selecting recreational-reading books.

In City 86, for example, five standing committees revise the course of study and select textbooks in social studies, English, arithmetic, art, and music, respectively. Each committee is composed of five members, with a superior teacher as chairman. The intermediate-grade supervisor, the department of research, and various teachers assist the committees.

Selections are made whenever new textbooks seem to be needed. The curriculum committee in the subject discusses available texts. It provides several schools with copies of new titles for classroom trial. In the light of the results reported, twenty-five to fifty teachers of the subject score the books using a card prepared co-operatively by the superintendent, the grade supervisor, supervising principals, and the curriculum committee. The score card contains such questions as, "Does the book furnish sufficient problems or projects particularly suited to the community and experiences of the pupils?" "Is it written in the vocabulary of grade children?" "Is it pedagogically written?" The curriculum committee examines the results of the scoring and then selects a book. If the title is to be used as a basic text, it must be approved by the board of education.

The following variations in this type of procedure were reported:

1. The curriculum committee sends out questionnaires concerning the need for new books and studies the returns. Or it discusses such needs in a meeting for teachers of a particular subject or grade. The committee notifies the central staff in case a book needs to be changed. The superintendent or his assistant appoints another committee to select a book.

2. "Lookout committees" for the various subjects make a written recommendation to the assistant superintendent whenever a change in textbook seems advisable. Copies of the recommendation are sent to all the elementary principals. Within two weeks the principals send in their comments. If they favor the change, the superintendent recommends the title to the board of education; if they do not, he asks the committee to make further study. When a new series of texts is chosen, it is introduced that year in the lowest grade for which there is a book, and each following year in the next higher grade until all the grades are supplied.

3. There are standing teacher committees in reading, arithmetic, geography, and history. Whenever they wish to change a text, they discuss various titles at fortnightly meetings of principals. These committees also recommend desirable books, revise the course of study to harmonize with a new text, and designate parts of the text to omit.

4. Curriculum committees which have prepared the course of study name a few of the best textbooks examined to the director of curriculum. He recommends one of these books to the superintendent, who either accepts the recommendation or asks the opinions of other staff members.

5. Every teacher from the kindergarten through the sixth grade chooses the committee on which she prefers to work: the

literature, the language, or the work-type reading committee. Under the direction of the two general supervisors each committee studies the curriculum in its subject with a view to determining the need for books. At the same time the principals and the superintendent make a supplementary study from an administrative point of view.

6. An advisory council composed of the supervisors and elementary-school principals confers with standing curriculum committees of teachers. Such committees are organized for each subject in the first six grades. Though they bear the responsibility for evaluating textbooks, they encourage each teacher to send in her recommendations.

7. Two course of study committees are at work at a time, one in preparing the course for a subject, the other in trying out the course prepared during the preceding semester for a different subject. As the work progresses, each committee discusses books for its subject. Final selections are made by the assistant superintendent.

The variations in the procedures involving curriculum committees suggest the following questions: Without the guidance of curriculum specialists can teacher committees select books to meet the broad educational needs of the system? Should curriculum committees determine the need for books, select new books, revise the course of study in the light of the book selected, or carry out other duties in book selection?

Selection by Central Staff Members

According to the preceding plans, selections are made by the principal, his teachers, central committees, or by any other officials who might be concerned with the use of the book. According to the plan now to be described, central staff members are responsible for selecting books. Although various officials were reported as serving in this connection, supervisors, superintendents, and assistant superintendents usually serve.

As a rule a larger number of staff members participate in the selection of texts than in the selection of other types of books. For instance, one person selects texts in six out of fourteen school systems, supplementary books in twenty-six out of forty-one systems, and recreational-reading books in twenty-one out of twenty-five systems. Textbooks are frequently selected by from two to ten members. When only one central staff member is responsible, he often asks the advice of his colleagues such as superior teachers, special-subject supervisors, general supervisors, research and curriculum specialists, and school or public librarians.

The time which is given to examining books varies widely. Some staff members spend only two hours in examining textbooks, whereas others give continual attention to the problem. However, the latter procedure was rarely reported.

The plan which has been described was reported by 14 per cent of the cities for textbooks, by 35 per cent for supplementary books, and by 23 per cent for recreational-reading books (Table VI).

In City 5, for example, the supervising librarian selects all the books supplied except basic texts, which are state adopted. She is aided by the librarians of the city school library (a central purchasing and distributing department), the course of study division, and at times by the educational research and science division, and the supervisors of special subjects such as nature study, music, and agriculture.

The supervising librarian asks superior teachers to try out new books which she is considering for large orders. She holds meetings of her staff once a month to review children's books. She and her staff also meet every two weeks with the children's librarians of the public library.

The course of study division also considers new books in order to make recommendations to the supervising librarian. This division consists of three supervisors of the third and fourth grades, three supervisors of the fifth and sixth grades, one supervisor of the seventh and eighth grades, and a director.

Every day a school librarian visits the course of study office and makes note of the titles which the supervisors wish to examine. Later in the day the school or public library sends to the course of study division as many as possible of the books requested. The libraries also send new children's books as they are received.

The supervisors critically examine these books. They analyze the amount of material which is furnished for curriculum units on such subjects as prehistoric man, Egypt, pottery, and petroleum. They evaluate the sincerity of approach, the richness of detail, the development of concepts, the usefulness in teaching, and the absence of undesirable qualities. Each supervisor records her impressions of the books which she examines. In the case of books relating to special fields such as science or agriculture, the supervisors secure advice from school specialists or experts outside of the system. Furthermore, the supervisors discuss books informally with the school librarians.

In the spring the supervisors make a list of books for the large annual order. They meet with the school librarians to outline their policies for the coming school year and the reasons why

certain books are needed. The librarians describe the demands that have come to them from teachers and principals. Together the supervisors and librarians agree upon the number of each book to be ordered. If they disagree concerning the merits of a book, they re-examine and further discuss it. The final list is sent to the supervising librarian, the books being classified as unit books, social-studies and reading material, reference books, poetry, and recreational-reading books.

When the supervising librarian has received the recommendations of other divisions, she "balances and co-ordinates the recommendations for all grades and all subjects as wisely as possible and then submits the titles for the final approval of the superintendent."

The description of this plan shows that different types of central staff members can assist to advantage in selecting books. It also suggests certain important questions: What organization of central staff members is most effective in book selection? What duties in selecting each type of book should be assigned to administrators, supervisors, school librarians, and other staff members?

Public Library Co-operation with Respect to Recreational-Reading Books

The amount and kind of co-operation which school systems receive from public libraries with respect to recreational-reading books vary widely. As has been shown (Table VI), 84 per cent of the systems reporting for such books employ one of the six types of procedure described. In some of these systems, no assistance is secured from the public library. In others, assistance is obtained in making the selection. For example, public librarians advise with the school officials concerned, recommend lists of titles, or furnish new books for perusal. In the majority of the systems, additional books are supplied by the public library. The 16 per cent of the school systems which follow none of the procedures in selecting recreational-reading books secure their entire supply of such books through the public library.

In supplying additional books, the public library makes loans to the school library or classrooms, or maintains extension libraries in school buildings. Inter-library loans are usually selected by the school librarian. Classroom collections, usually containing forty or fifty books, may be sent to all the schools in the city or to only those distant from public library branches. In a few cities they may be changed every two weeks, in many cities once a month, and in a few other cities once a semester. The books are usually selected by the public librarian in

accordance with her own judgment or the teacher's request. The following comment of an assistant superintendent describes the manner of selecting such circulating collections:

"For the most part the . . . public library takes the initiative in selecting the miscellaneous books to be sent to schools though a considerable number of teachers make up their own requests. We hope the number of teachers making their own requests will some day be much larger than it now is. The teachers who make up their own lists are those who know books and know what they want. Naturally, you will usually find the choicest sets of books in their rooms. Books are exchanged three times a year and special additional sets may be had upon request, as for example, any class engaged in some project in the field of geography or history."

In one school system which borrows classroom collections, the board of education gives the public library an annual appropriation for the purchase of children's books. In another, the board of education pays half the cost of library books which are lost by the schools.

When extension libraries are maintained in schools, public librarians select the books. They usually consider requests from the principal and teachers and sometimes consult school bulletins, bibliographies, or courses of study. City 10 offers an example of school libraries maintained co-operatively by the public library and the board of education. It includes eighty-four platoon schools having libraries. Each of the larger schools has a library teacher who devotes her entire time to the library. Each of the smaller schools has a library teacher who devotes part of her time to the library. She also teaches literature, oral expression, and reading.

The expense of the school library service is shared by the school system and the public library, the board of education paying for services not ordinarily given by public libraries. Every year the board of education gives each school \$100 for new reference books and supplementary non-fiction. Such books are chosen by the school department of the public library in consultation with a committee of library teachers, usually five in number, and are supplied to all school libraries alike. The public library, on the other hand, supplies all circulating books to the school libraries and makes temporary loans as special needs arise. Circulating books are selected by each library teacher to meet the needs of the pupils in her school. The selections must be approved by the principal and the public library officials.

Housing, equipment, and janitor service for the school library are furnished by the board of education. If there is no

other public library in the neighborhood, the school library may be opened to the public provided the board of education approves. Operating expenses are then paid by the public library.

The following variations in this procedure were reported:

1. The same librarian directs public and school libraries. She selects the books for the school libraries with the assistance of the subject supervisors. Each supervisor keeps a card file of the books which she wishes added to the libraries. Recreational-reading books are usually selected by the librarian.

2. The school librarian works for the school system and the public library, which share her salary. She devotes her entire time to the public schools but has her office in the public library. The elementary supervisor and the librarian together select books for the school libraries.

3. The public library is owned by the board of education. The extension librarians select books for the five branch libraries in the city and also for the circulating classroom libraries. The librarians often list or supply books relating to work outlined in the course of study.

In view of the varying forms of co-operation existing between school systems and public libraries, the following questions deserve consideration: What types of assistance, if any, should school officials ask of public librarians in selecting recreational-reading books? How should the school system and the public library co-operate in providing such books? What financial arrangements should be made between them for this purpose? How should the principal and teachers assist public librarians when an extension library is maintained in the school building? Who should select public library collections for classrooms? How often is it desirable to change such collections?

Significant Contrasts and Problems

The foregoing descriptions reveal striking contrasts among the procedures used in city school systems in selecting books. For example, the principal and his teachers may be guided or altogether unsupervised in making their selections. In guided selection, central staff members introduce new books to principals and teachers, define specific needs, assist principals and teachers to evaluate their book supply, reveal to them the effects of using unsuitable books, or confer with the principal and teachers as they make their choices. Inherent in this contrast are certain significant questions: If book selection by the principal and his teachers is unguided, will they learn of many available books in the field, will they recognize broad as well as particular needs, and will they select books which meet such needs? In a word, are

principals and teachers generally qualified to make selections without guidance? On the other hand, if selection is guided, how can central staff members use their time and effort to best advantage?

Also, book selection may be treated as an isolated duty, or as a duty related to teaching and supervision. In the one case, books are selected with no special regard to teaching problems. For example, the teacher merely asks the public library for a supply of recreational-reading books, or the central staff member hastily selects books a few days before they must be ordered. In the other case, books are selected with definite regard to teaching aims. For instance, curriculum committees search for suitable books as they revise the course of study; committees of teachers, principals, and supervisors examine books to determine which are best adapted to their needs; or central staff members stimulate teachers to make classroom tests of books as they are received. These facts suggest two fundamental questions: How can the selection of books be organized as an essential responsibility of teaching and supervision? How can the examination of books be conducted so as to contribute effectively to instruction?

Furthermore, administrators either uncritically follow recommendations for school books or critically challenge such recommendations. In the one case, the administrator asks only for the recommendations of his teachers or committee. In the other, he asks for teachers' judgments regarding each book examined, or the committee's reasons for recommending certain titles and rejecting others; he asks the chairman of the committee to defend the recommendations; or he organizes an administrative committee to check upon the work of book committees. The descriptions of procedure show that the study of books is more careful and detailed when administrators critically challenge recommendations. Assuming that recommendations should be supported, a relevant question is: What data should administrators demand from their staffs in order to promote a critical attitude on the part of those making selections?

Some procedures secure co-operation from public librarians, while other procedures do not secure such assistance. In co-operating with school officials, public librarians supply new recreational-reading books for study, provide lists of such titles, assist in evaluating them, and guide the selection, or the librarians examine critically the list proposed for purchase. Public librarians also supplement school collections, maintain branch school libraries, or furnish the entire supply of recreational-reading books. Two questions suggested by this contrast are: How can school officials be made aware of the many types of assistance

public librarians are able to give? Which of these types are most valuable?

Inherent in each of the foregoing contrasts are other significant differences relating to the personnel concerned. The selecting agency may be limited to the principal and his teachers or may include the central staff; it may involve only one examiner, or many examiners having different training; it may be unassisted by public librarians or may utilize their assistance; and it may comprise an unselected or a carefully selected personnel. Likewise the attitudes of the selecting personnel differ radically. Some school officials give careful consideration to teaching problems, and others completely disregard them. Some administrators critically challenge recommendations, and others uncritically adopt them. In brief, the foregoing contrasts reflect fundamental differences in the professional training, attitudes, and insight of the personnel having the responsibility of selecting books.

In addition to the contrasts indicated, the general methods employed in selecting books vary widely. Some procedures include only one or two steps, while others include several, such as keeping lists of titles requested by teachers, taking an inventory of books on hand, discussing specific needs for materials, preparing a report of reasons why a new text is needed, and summarizing statistical data concerning the books. Some procedures fail to employ any definite standards of evaluation, and others indicate that score cards are worked out and applied. The procedures also involve various methods of evaluation such as making classroom trial of books, discussing the merits of books under consideration, applying score cards, securing evaluations from experts in the field, or tabulating the amount of material relating to curriculum units. In some procedures final choices are made by voting, in others by following the results of score-card ratings, and in still others by agreement reached in discussion. The methods used in selecting books are very significant since they affect the validity of the decision. In the next chapter further analysis will therefore be made of data concerning each important step of procedure.

CHAPTER IV

ANALYSIS OF SPECIFIC ITEMS OF THE PROCEDURE USED IN CITY SCHOOL SYSTEMS

The purpose of this chapter is to report, analyze, and interpret critically data concerning specific items of the procedures discussed in Chapter III. As a basis for this discussion, all the data concerning a particular item were summarized regardless of the procedure in which they were reported. A study of the summaries thus prepared revealed that the facts could be considered best under seven major headings, namely, methods of determining specific needs for books, securing titles for examination, standards used in evaluating books, methods of evaluation, consideration given to the course of study, methods of determining final recommendations, and causes of difficulty in respect to selection. An analysis of these items aids in determining the variety and merit of current practices in city school systems. It also suggests important problems relating to each of the important items considered.

Methods of Determining Specific Needs for Books

Twenty-four of the 135 school systems described the determination of specific needs for books as part of the procedure in selection. An analysis of the detailed statements made by the co-operators (summarized in the appendix, pages 136 and 137) showed that widely different methods are used in determining specific needs for books. According to some of the statements, school officials note the number of requests for various titles, examine criticisms which are heard of reading materials, estimate the number and condition of books on hand, and re-examine all titles which have been in use for five years or longer to determine whether they should be continued in use or replaced by a new book or a revised edition of the same title. According to other statements, information is obtained from teachers. For example, a conference may be held with teachers or a questionnaire may be sent to them occasionally or regularly asking their reactions to materials in use and their suggestions as to new books. Such information was in one system summarized and returned to the

teachers, who select new books. According to still other statements, central staff members confer with each principal as to the needs of his school, or ask the principal to survey his book supply and determine the number of books which meet minimum standards for the grade and subject. Two other systems provided for the analysis of school records and of pupils' scores on standardized tests. Another system indicated that information is obtained from parents in certain communities. Still another stated that central staff members study the "children's background."

An important question is inherent in these statements: What kinds of facts reveal best the types of reading material needed by a school system? The methods just summarized are not designed so as to secure adequate facts. For instance, the demands for various titles are often due to the fact that teachers and principals have encountered them incidentally. Criticisms of materials in use generally indicate only the needs which the present book fails to satisfy. The judgments of teachers, principals, and parents who have a good opportunity to study children's particular reading needs are of value only in so far as those consulted have adequate experience and show breadth of judgment.

The failure of the majority of systems to report the determination of needs may be explained by reference to various facts. School officials may not consider that the determination of needs is an essential part of book selection, may not fully understand the problems involved, may feel that they know the needs of the system without special study, or may neglect to analyze needs.

Securing Titles for Examination

More than 80 per cent of the school systems reporting (111 of the 135) described their methods of securing titles for examination. The complete list of the methods submitted appears in the appendix (pages 137 to 139). They include the following: interviewing publishers' representatives, sending notices to publishers, examining publishers' announcements of books, purchasing examination copies, borrowing samples from publishers for exhibits, visiting book stores, visiting publishers' exhibits, examining book lists and reviews in professional magazines, asking public librarians to suggest titles or lend books for review or permit inspection of the list of children's books received, and asking other staff members such as school librarians, heads of central departments, and teachers to recommend titles with or without reasons for their preferences. Requests for recommendations may be made orally to staff members or through special notice, or a regular list may be kept of the titles which school officials think it desirable to examine. The wide variety of methods described

indicates the resourcefulness of school officials in securing titles. Since the publisher is a very prominent source of titles, additional data will be presented relating chiefly to the methods which involve the publisher.

Interviews with publishers' representatives.- The first method listed above involves interviews with publishers' representatives. School systems have set up various regulations concerning such interviews. Of the ninety-three cities reporting, three permit no conferences at all, while forty-four make no restriction. Twenty-eight other cities permit certain school officials to hold conferences with publishers' representatives. One of the cities named the superintendent; four, the central staff; and two, the book committee. Twenty-one cities designated the school officials who are not permitted to hold such conferences: twelve specified teachers; four, teachers and principals; two, members of book committees; one, teachers and committee members; and two, principals, teachers, and committee members. The remaining eighteen cities permit any school official to hold conferences with publishers' representatives. They also set up certain regulations: in nine cities the book committee may be interviewed only as a whole; in six cities publishers' representatives may visit schools only with the permission of the central office; in two cities interviews may be held only when texts are under consideration; and in one only at certain times of the year.

Notices to publishers.- Twenty-seven per cent of the school systems stated that they send notices to publishers, usually just before selections are made. An examination of such notices showed that they specify the school subject and grade, and sometimes describe the procedure to be followed in making selections and occasionally the standards to be used in evaluating books.

Handling of samples.- As samples are received, the school systems handle them in various ways. Thirty-eight per cent of the cities reported that they maintain libraries of samples. Twenty-three per cent collect them in school libraries or central offices. The remaining 39 per cent permit each staff member to handle sample copies as he sees fit. Collections of samples may be open to the entire teaching staff, or only to book committees or central staff members. By maintaining such collections, school officials may make samples available to many staff members and thus relieve the publisher of the expense of furnishing more than one sample copy to the system.

Records of new titles.- Two school systems reported plans for systematizing the handling of samples and related information (see Nos. 29 and 30, page 139). In one of these systems the

publisher's representative is asked to fill in a brief with information concerning each sample submitted. In case the sample is received through the mail, a brief is sent to the publisher. The information is returned to the superintendent's office where it is filed by school subjects. Only one copy of the book is accepted, which is then catalogued in the library of samples. In the second system¹ the superintendent's assistants record certain items of information concerning each title as it is received. These items include the publisher's estimate of grade placement, the net price of quantity orders, and a statement of the merits of the book which the publisher stressed. The data are classified and filed according to publisher. Later when books are examined, additional items are entered.

There is distinct advantage in maintaining such records as those described. It is a convenience to have available such information as the publisher and price. Time and effort of school officials are saved in locating the books which should be considered. This advantage is marked when lists are kept as a matter of clerical routine.

Standards of Evaluation

This section presents data relating to the standards used in evaluating books. The term "standard" was understood by both co-operators and investigator to mean any quality or characteristic which describes the merits and limitations of a book. The co-operators who used score cards furnished copies; others enumerated the standards used. One of the aims of the investigation was to study the nature of the standards employed and any differences which might exist between the items included on score cards and other standards. Accordingly, summaries were prepared of the standards employed when score cards are used and when they are not used. In preparing the summaries the standards and the sub-points under each were recorded as far as possible in the wording of the school officials suggesting them. Each mention of an item was counted, and the total for all items was found. The percentage of the total mention was then ascertained for each item.

At least two limitations should be pointed out in the data as summarized. First, the classification of the items is not altogether logical. Second, the frequencies of mention do not in every case represent the number of co-operators employing the

¹This plan has been reported by Senour: "The Selection and Purchase of Supplementary Books," Elementary School Journal, XXX (September, 1929), 63-66.

standard. Both limitations are due to the fact that some of the sub-points relate to standards other than the one named by the co-operator. For example, "recognition of group and individual differences" is an aspect of "adaptation to specific needs" as well as of "method" under which it was classified (Table VII). Allowance for these limitations should be made as the data are interpreted. (See appendix, pages 157 to 165, for the complete lists of items.)

Standards reported when score cards are not used.-- Table VII shows the percentage of the total mention given to each item reported by the co-operators who do not use score cards. Data are presented separately for texts, supplementary books, and recreational-reading books. An examination of the entries in the table reveals three striking facts: (1) The standards in current use vary widely. (2) Greatest emphasis is placed upon "content" and "physical makeup." (3) Certain items receive similar emphasis for the three types of books, while other items receive varying emphasis. Each of these three points will be discussed in detail.

1. The use of widely varying standards is shown by the fact that many items are listed in the table, some of which receive small percentages of mention. It is further emphasized by the fact that different co-operators reported different combinations of standards.

2. Emphasis upon "content" and "physical makeup" is revealed by data in the last column of the table. Sixty-five per cent of the total mention related to these two items, the remaining 35 per cent being distributed over twenty other items. Attention will therefore be directed in the paragraphs which follow to the meaning and significance of "content" and "physical makeup."

Just what the co-operators meant by "content" may be inferred from the phases of content reported. As shown in Table VII, those mentioned most frequently were "ease of comprehension" (Item I-A) and "value" (Item I-B). The eight remaining items listed under the heading, "content," were mentioned only infrequently. The large significance attached to "ease of comprehension" can be readily justified by reference to certain recognized facts: Ease of comprehension is highly important because the reader is then free to devote attention to interpretation. If material is unduly difficult, pupils "analyze" instead of "read," a fact which has been established by Judd and Buswell.¹ Ease of comprehension is

¹Charles H. Judd and Guy T. Buswell, Silent Reading: A Study of the Various Types, pp. 7-26. Supplementary Educational Monographs, No. 23. Chicago: Department of Education, University of Chicago, 1922.

TABLE VII

PERCENTAGE OF MENTION OF ITEMS CONSIDERED IN SELECTING TEXT-BOOKS (T), SUPPLEMENTARY BOOKS (S), AND RECREATIONAL-READING BOOKS (R) WHEN SCORE CARDS ARE NOT USED
(CITY SCHOOL SYSTEMS)

Item	T	S	R	All Books
I. Content	29.2	36.7	53.3	37.6
A. Ease of comprehension	15.5	17.7	15.7	16.3
B. Value	8.5	11.5	33.0	15.4
C. Scope	1.8	4.1	1.7	2.7
D. Modern character of situations	0.7	0.7	0.6	0.7
E. Avoidance of local prejudices	0.4	0.7	. . .	0.4
F. Acceptability	. . .	. . .	0.6	0.1
G. Length of stories	. . .	. . .	0.6	0.1
H. Amount of subject matter upon given topics	. . .	0.3	. . .	0.1
I. Abundance of material	0.4	. . .	. . .	0.1
J. Unspecified	1.9	1.7	1.1	1.7
II. Physical makeup	28.5	27.2	26.6	27.4
A. Type	6.3	7.2	6.9	6.8
B. Binding	8.1	6.1	3.5	6.2
C. Illustrative material	4.8	5.4	7.5	5.7
D. Paper	2.6	3.1	2.3	2.7
E. General appearance	1.1	1.4	1.2	1.2
F. Size	0.4	0.7	. . .	0.4
G. Shape	0.4	0.3	. . .	0.3
H. Spacing of words and letters	0.4	. . .	. . .	0.1
I. Length of line	. . .	0.3	. . .	0.1
J. Scientific basis for physical make-up	. . .	. . .	0.6	0.1
K. Unspecified	4.4	2.7	4.6	3.8
III. Adaptation to specific needs	10.0	9.4	3.4	8.2
A. Curriculum needs	8.1	7.8	2.3	6.6
B. Unspecified	1.9	1.6	1.1	1.6
IV. Aids to instruction	8.1	6.8	. . .	5.7
A. Specific study helps	1.8	1.0	. . .	1.1
B. Index	0.7	1.0	. . .	0.7
C. Table of contents	0.7	0.7	. . .	0.5
D. Provision for efficient use by teacher	1.1	0.4	. . .	0.5
E. Test material	0.7	0.4	. . .	0.4
F. Quality of maps	0.4	0.7	. . .	0.4
G. Originality of pupil activities	0.4	0.3	. . .	0.3
H. References	0.4	0.3	. . .	0.3
I. Notes	0.4	0.3	. . .	0.3
J. Drill material	0.4	0.3	. . .	0.3
K. Pupil material accompanying book	0.4	. . .	. . .	0.1
L. Unspecified	0.7	1.4	. . .	0.8
V. Method	6.6	3.0	0.6	3.8
A. Presentation	2.5	. . .	. . .	1.0
B. Psychological approach	1.8	0.4	. . .	0.8

TABLE VII (Continued)

Item	T	S	R	All Books
C. Educational soundness	0.4	0.7	0.6	0.5
D. Recognition of group and individual differences	0.4	0.4	. . .	0.3
E. Adaptation to mastery-unit technique	0.4	0.3	. . .	0.3
F. Motivation	0.4	0.3	. . .	0.3
G. Stimulus to further reading	. . .	0.3	. . .	0.1
H. Sincerity of approach	. . .	0.3	. . .	0.1
I. Unspecified	0.7	0.3	. . .	0.4
VI. Price	3.7	3.4	4.0	3.6
A. Comparative price	3.3	3.4	4.0	3.5
B. Number of pages in relation to cost	0.4	. . .	. . .	0.1
VII. Type of book	1.1	2.7	4.6	2.5
VIII. Author or authors	3.3	2.3	1.1	2.4
A. Reputation	0.7	1.0	1.1	1.0
B. Experience in specific field	0.4	. . .	. . .	0.1
C. Participation in research	0.4	. . .	. . .	0.1
D. Unspecified	1.8	1.3	. . .	1.2
IX. Organization	3.3	1.6	1.1	2.1
A. Clearness and strength	0.4	0.3	. . .	0.3
B. Sequence of material	0.4	. . .	. . .	0.1
C. Unity	. . .	. . .	0.6	0.1
D. Unspecified	2.5	1.3	0.5	1.6
X. Scientific basis for method and content	1.8	1.0	0.6	1.2
XI. Teaching use	1.5	1.6	. . .	1.2
XII. Purpose of book	0.7	0.6	1.1	0.8
XIII. Comparative merit	0.3	1.0	0.6	0.7
XIV. Recency of copyright date	0.7	0.6	0.6	0.7
XV. Point of view	0.3	0.3	0.6	0.4
XVI. Adaptation to local conditions	0.3	0.3	. . .	0.3
XVII. Usefulness in all sections of city	0.3	0.3	. . .	0.3
XVIII. Special features	0.3	0.3	. . .	0.3
XIX. Edition	. . .	0.3	0.6	0.3
XX. Adaptations of classics	. . .	0.3	0.6	0.3
XXI. Availability	. . .	. . .	0.6	0.1
XXII. Publisher	. . .	0.3	. . .	0.1
Totals	100	100	100	100
Total frequencies	272	297	173	742

also essential to the enjoyment of what is read. The item, "value," ranked second in importance under "content." Since the sub-points mentioned under this item vary widely for the three types of books, further discussion of "value" will be presented later (page 56).

It was shown that "physical makeup" ranked second in frequency among the items considered by the school systems in selecting books. According to Table VII, the items most often mentioned under this heading are "type," "binding," and "illustrative material" (Items II-A, B, and C). The large emphasis given to physical makeup may be due to the fact that school systems really consider these items important, or to the fact that certain standards in this field are available¹ and were accordingly reported with greater frequency than their importance justifies. On the one hand, the items stressed merit consideration. Type which is unsuitable may cause eyestrain and fatigue in reading. Binding and illustrative material, as shown by Bamberger,² exert a marked influence upon children's choice of books and are, therefore, highly important in stimulating reading interests. On the other hand, it is a question whether physical makeup merits as marked emphasis as it was given. This emphasis may be due to the fact that a comparatively large number of scientific studies are available concerning physical makeup.³ It should be noted, however, that a book may be superior in physical makeup and yet be so deficient in content, method, and organization as to be of little value.

3. A further fact shown in Table VII is that certain of the items reported receive similar emphasis for the three types of books, whereas other items receive varying emphasis. For example, there is marked uniformity in the percentages of mention for "ease of comprehension" (Item I-A) and "type" (Item II-A). Evidently those who select books agree that all materials should be of suitable difficulty and should meet hygienic requirements. However, the percentages for certain items in the table are highest for

¹Shortly after the co-operators sent in their reports, Buswell published a bibliography on textbooks. (G. T. Buswell, "A Selected and Annotated Bibliography of Literature Relating to Textbooks," The Textbook in American Education, pp. 309-23. Thirtieth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Co., 1931.) Of the twenty-two references which are concerned with particular qualities of books, eight relate to physical makeup, eight to vocabulary, five to duplication of content, and one to interest factors.

²Florence Bamberger, The Effect of the Physical Make-up of a Book upon Children's Selection, p. 131. Johns Hopkins University Studies in Education, No. 4. Baltimore: Johns Hopkins Press, 1922.

³Supra, note 1.

texts and lowest for recreational-reading books. This is true in the case of "binding" (Item II-B), "adaptation to specific needs" (Item III), "aids to instruction" (Item IV), and "method" (Item V). On the other hand, the percentages are lowest for texts and highest for recreational-reading books in the case of "content" (Item I) and "illustrative material" (Item II-C). The variation relative to "content" is very striking: 29.2 per cent for textbooks, 36.7 per cent for supplementary books, and 53.3 per cent for recreational-reading books. The entries under "content" in the table show that this variation arises chiefly from differing emphasis upon "value" (Item I-B). The frequencies for "value" vary from 8.5 per cent for textbooks to 33.0 per cent for recreational-reading books.

The nature of the variations just mentioned is further revealed in Table VIII. Data in the first column show that relatively few items were reported for textbooks. Moreover, the items mentioned most frequently—"authenticity," "good English usage," "lack of duplication of materials in use," and "freedom from bias"—receive only small percentages of mention. The same items are also mentioned for supplementary books, but "interest value" receives the highest percentage. In the case of recreational-reading books, "interest value" and "literary value" receive much greater emphasis than they do in the case of the other types of books. The items of value which receive most frequent mention for recreational-reading books relate to their appreciational aspects (interest and literary values, humor and influence on character). The items of greatest significance in the case of texts emphasize their accuracy, validity, freedom from duplication, and quality of English. The standards employed in selecting supplementary books overlap to a considerable extent those used in selecting both texts and recreational books. In addition, two are mentioned infrequently which in reality should apply to all types of books, namely, "stimulation of pupil's mind" and "extension and enrichment of experience." It will be interesting to determine later (page 61) if the differences in the use of the standards which have just been presented persist when score cards are used in evaluating textbooks.¹

Types of score cards and other forms submitted.— The school systems which used score cards submitted fifty-three score cards and five other forms. The score cards were of two general types: (1) those which attached no relative values to the items,

¹Few score cards were submitted for supplementary and recreational-reading books.

TABLE VIII

PERCENTAGE OF MENTION OF SPECIFIC ITEMS OF "VALUE" CONSIDERED
WHEN SCORE CARDS ARE NOT USED (CITY SCHOOL SYSTEMS)

Item	T	S	R	All Books
Interest value	0.7	4.4	15.7	5.7
Literary value	0.4	1.1	5.8	1.9
Authenticity	2.2	1.1	0.6	1.3
Good English usage	1.8	0.3	0.5	1.0
Development of character	..	0.7	2.3	0.8
Value for recreation and enjoyment	..	1.3	1.1	0.8
Lack of duplication of materials in use	1.5	0.7	..	0.8
Freedom from bias	1.5	0.3	..	0.7
Humor	..	..	2.3	0.5
Information	0.4	0.3	..	0.3
Stimulation of pupil's mind	..	0.3	..	0.2
Reality	..	..	1.2	0.3
Originality	..	..	0.6	0.1
Extension and enrichment of experience	..	0.3	..	0.1
Permanency of value	..	..	0.6	0.1
Clear evidence of value	..	..	0.6	0.1
Acceptance as a standard book for boys and girls	..	..	0.6	0.1
Unspecified	..	0.7	1.1	0.6
Totals*	8.5	11.5	33.0	15.4

*The totals are less than 100 per cent since the data are an elaboration of one item listed in Table VII.

and (2) those which provided weighted values.

1. Thirty-one score cards outlined qualities considered desirable but did not weight the items statistically. Some of these cards were elaborately worked out, while others seemed hastily made up for the occasion. Sixteen cards called for descriptive answers. The other fifteen cards contained items to be rated A, B, or C; excellent, good, or fair; or on the scale of one to ten. An evident weakness of this type of score cards lies in the fact that they are highly subjective. Furthermore, they leave to the judgment of the examiner the relative importance of the different items listed.

2. Twenty-two score cards included weighted values. Of a total of 100 or 1,000 points each item was allowed a certain number according to its estimated importance. The emphasis given to particular items varied on the different score cards for texts.

For example, on the basis of 1,000 points the item "content" was given 700 points on one card and only 300 on two others. The item, "aids to instruction," received 250 on one card and only 100 on another card. One item, "adaptation to the course of study," which received 400 on one scale, was not mentioned on five others. Furthermore, the item, "physical makeup," was given 50 on one score card, and 250 on another. Such variations may be due to divergent viewpoints or to the fact that local conditions demand striking differences in the emphasis given to specific items.

An advantage of the weighted score card lies in the fact that it eliminates part of the variability in final judgments concerning a book which exists when the first type of score card is used. However, as will be shown later (pages 73 and 74), the values were assigned to the various score-card items chiefly on the basis of personal judgments. It follows that the weighted score card fails as yet to have unquestionable scientific value.

The five other forms which were furnished in connection with standards of evaluation were: (1) A blank for publishers' representatives to fill in when a book was submitted. It contained such questions as "Was this book tried out in manuscript form?" "Upon the results of what studies or reports is the book based?" "What effort has been made to insure a properly graded vocabulary?" (2) Instructions to the committee chairman regarding items to be noted in selecting books. (3) A "Book Survey Sheet" which teachers used in reporting the grade difficulty of new books as easy, medium, or advanced. (4) An inventory sheet on which the teacher reported that a certain book was for the teacher's or pupil's use and that it rated fair, good, or excellent. And (5) a record blank which called for a teacher's reactions to vocabulary, interest value, and correlation with the work of her grade. The fact that such materials are in use indicates that various means are employed in organizing and presenting standards of evaluation.

Standards reported when score cards are used.- In order to determine the nature of score-card standards for textbooks, the items on twenty-four of the cards were summarized. The other cards were eliminated because they contained items applying to books in only one subject. Table IX reports the percentage of mention of the items considered on the twenty-four cards.¹ The first column includes the percentages of score cards mentioning the various items; the second column, the percentage of the total mention given to each item. An examination of Table IX reveals three

¹The standards in Table IX were summarized according to the plan described on page 51.

TABLE IX

PERCENTAGE OF MENTION OF ITEMS CONSIDERED IN SELECTING TEXT-BOOKS WHEN SCORE CARDS ARE USED (CITY SCHOOL SYSTEMS)

Item	Percentage of Score Cards Mentioning Item	Percentage of Total Mention
I. Content	100.0	33.1
A. Ease of comprehension	100.0	14.5
B. Value	100.0	13.1
C. Scope	70.8	4.4
D. Abundance of material	16.7	.6
E. Unspecified	8.3	.5
II. Physical makeup	100.0	23.9
A. Type	91.7	5.7
B. Binding	83.3	5.0
C. Paper	70.8	3.9
D. Arrangement of page	41.7	1.6
E. Lines	33.3	1.6
F. Illustrative material	33.3	1.3
G. Spacing of words and letters	25.0	1.0
H. Size of book	25.0	1.0
I. Width of margins	20.8	.8
J. General appearance	20.8	.8
K. Shape	12.5	.5
L. Size and clearness of marginal notes and index	4.2	.2
M. Weight	4.2	.2
N. Unspecified	8.3	.3
III. Aids to instruction	83.3	24.3
A. Study exercises	70.8	6.8
B. Graphic material	58.3	3.9
C. Index	58.3	2.3
D. Table of contents	45.8	1.9
E. Provision for efficient use by teacher	37.5	1.9
F. References and bibliography	33.3	1.3
G. Preface	25.0	1.0
H. Tests and norms	20.8	1.1
I. Material accompanying book	20.8	1.0
J. Glossary	20.8	.8
K. Appendix	20.8	.8
L. Pronunciation aids	16.7	.6
M. Introduction to pupil	8.3	.3
N. Remedial material	4.2	.2
O. Title-page	4.2	.2
P. Drill material	4.2	.2
IV. Method	62.5	6.8
A. Development of reading habits and skills	25.0	1.4
B. Correlation with other subject matter and activities	20.8	1.0
C. Recognition of group and individual differences	16.7	.6

TABLE IX (Continued)

Item	Percentage of Score Cards Mentioning Item	Percentage of Total Mention
D. Variety in types of activities	16.7	.6
E. Provision for enrichment of vocabulary	12.5	.5
F. Flexibility of method	12.5	.5
G. Recognition of principles of psychology	8.3	.3
H. Opportunity to develop general principles	8.3	.3
I. Opportunity for pupils to discover cause and effect . .	8.3	.3
J. Attention to pupil interest .	4.2	.2
K. Opportunity for applying general principles	4.2	.2
L. Topical emphasis	4.2	.2
M. Provision for supervised study	4.2	.2
N. Unspecified	12.5	.5
V. Objectives	45.8	2.9
A. Harmony with educational aims	16.7	.8
B. Desirable attitudes and economical habits and skills . .	8.3	.5
C. Strong motives for and permanent interests in reading .	8.3	.3
D. Objectives of the course of study	4.2	.5
E. Rich and varied experience .	4.2	.2
F. Correct standards and ideals in use of English	4.2	.2
G. Vision of man in relation to his environment	4.2	.1
H. Ideals of high-grade human living	4.2	.1
I. Unspecified	4.2	.2
VI. Organization	29.2	2.8
A. Organization around significant problems	12.5	.5
B. Psychological rather than logical organization	8.3	.3
C. Possibility of omissions without destroying sequence .	8.3	.3
D. Organization within selection	8.3	.3
E. Placement of pedagogical material	4.2	.2
F. Distribution, amount and balance of drill	4.2	.2
G. Unspecified	16.7	1.0
VII. Author or authors	25.0	2.4
A. Experience	20.8	.8

TABLE IX (Continued)

Item	Percentage of Score Cards Mentioning Item	Percentage of Total Mention
B. Reputation	16.7	.6
C. Training	8.3	.3
D. Previous publications . . .	4.2	.2
E. Scholarship	4.2	.2
F. Familiarity with scientific investigations	4.2	.2
G. Participation in scientific investigation	4.2	.1
VIII. Adaptation to specific needs .	20.8	1.0
IX. Series to which book belongs .	12.5	.6
A. Plan	8.3	.5
B. Gradation in difficulty . .	4.2	.1
X. Scientific basis for method and content	12.5	.6
XI. Type of book	12.5	.5
XII. Recency of copyright date . .	8.3	.3
XIII. General merit	4.2	.2
XIV. Special features	4.2	.2
XV. Publisher	4.2	.2
XVI. Price	4.2	.2
Total		100.0
Total frequency of mention		616

facts concerning current score-card standards:

1. There is practically unanimous agreement concerning the importance of "content," "physical makeup," and "aids to instruction" (Items I, II, and III). This is shown in the table by the high frequencies for each of these items. The aspects of "content" which were mentioned most often are "ease of comprehension" and "value" (Items I-A and I-B). As has already been shown (pages 52 and 54), ease of comprehension is important. In the case of "value," specific reference was frequently made to the "interest appeal" of texts (see page 161). This item is important because of its value in stimulating the pupil to think actively while reading. In connection with the second item, "physical makeup," two aspects were frequently mentioned, namely, "type" and "binding." These items also merit consideration, a fact shown in a previous connection (see page 55). Among the "aids to instruction" listed, "study exercises" (Item III-A) receives greatest emphasis. According to experts,¹ the value of such exercises depends largely upon

¹National Committee on Reading, Report, pp. 99-100. Twenty-

their adaptability to the needs of pupils.

2. There is wide disagreement concerning the importance of many standards. A large majority of the items listed in Table IX were mentioned on only a few score cards and received small percentages of mention. In fact, almost a third¹ appeared on only one card. The wide variety and extensive number of these minor points supply striking evidence that makers of score cards are influenced by very different considerations. The differences may be due to limited information, peculiar conditions, hasty preparation of score cards, failure to make a thorough analysis of qualities or to recognize the importance of some qualities, or to some less apparent cause.

3. Another highly significant fact revealed by Table IX is that desirable qualities were not described in objective terms. This is clearly illustrated in the sections of the table relating to "method" (Item IV) and "objectives" (Item V). Of the 160 different items listed on the score cards (see appendix, pages 160 to 165), only 21 may be considered objective. Examples of objective items are "size of type," "length of line," and "recency of copyright date." It is noteworthy that 14 of the 21 objective items were classified as physical features. The National Committee on the Textbook² has emphasized the need of further careful research on such features. The fact that few objective standards were reported by the co-operators indicates that features other than physical makeup are also in need of scientific study. The sub-points listed in the table suggest numerous items concerning which studies should be made.

Comparison of standards when score cards are used and when they are not used.- As stated earlier it was hoped to determine whether differences exist between standards included on score cards (Table IX) and other current standards (Table VII, Column T). The findings on this point, however, must be regarded as tentative. It is probable that due to the labor involved in listing items the co-operators did not report all of the standards which they employ. A comparison of the two tables reveals instances of striking

Fourth Yearbook of the National Society for the Study of Education, Part I. Bloomington, Illinois: Public School Publishing Co., 1925.

¹Twenty-six of the eighty-two items were mentioned on 4.2 per cent of the twenty-four cards.

²The Textbook in American Education, p. 308. Thirtieth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Co., 1931.

similarity and difference. Marked agreement is shown by three facts, namely, that "content" ranks first in both instances, that "physical makeup" ranks second, and that many items are infrequently mentioned, such as "organization," "scientific basis for method and content," and "recency of copyright date." Notable differences are shown in three instances:

1. "Aids to instruction" receives 24.3 per cent of the total mention on score cards and only 8.1 per cent of mention by co-operators who do not use score cards. Two questions arise in this connection: Is "aids to instruction" as significant an item in evaluating books as the score cards seem to indicate? Have school officials who do not use score cards depreciated or overlooked unduly the importance of this item?

2. "Adaptation to specific needs" receives 10.0 per cent when score cards are not used, and only 1.0 per cent when score cards are used. This difference may be due in part to the fact that some of the items listed in other sections of Table IX might logically have been classified under this general heading. Be that as it may, there is wide recognition of the need of adapting reading materials to the abilities of pupils. For example, the National Committee on Reading¹ has emphasized the importance of such steps in connection with material in the content subjects. Uhl² has pointed out the advantages of assigning comparatively easy books to retarded pupils. It has likewise been recommended³ that materials which will challenge the pupil's best effort be provided for gifted pupils. The specific needs of teachers who differ widely in professional training and experience should also be considered.

3. The number of qualities mentioned is far greater when score cards are used than when they are not. Eighty-two different items were listed on 24 score cards, and only 56 items were reported by 44 co-operators who do not use score cards. A difference appears also in the number of sub-points reported in the case of many of the standards. For example, under "author," co-operators who do not use score cards mentioned "reputation," "experience," and "participation in research," while makers of score

¹National Committee on Reading, Report, p. 59. Twenty-Fourth Yearbook of the National Society for the Study of Education, Part I. Bloomington, Illinois: Public School Publishing Co., 1925.

²Willis Uhl, Materials of Reading, p. 294. New York: Silver Burdett & Co., 1924.

³National Committee on Reading, Report, p. 19.

cards included also "training," "publications," "scholarship," and "familiarity with scientific investigations." Furthermore, 13.9 per cent of the items reported by the co-operators who do not use score cards were so general as to be called "unspecified," while only 2.5 per cent of the score-card items were thus classified. These differences are too striking to be due solely to the limitations of the data submitted (pages 51 and 52). Such differences indicate rather that score cards make explicit mention of items which do not usually receive separate attention. This advantage of score cards has been pointed out by the National Committee on the Textbook.¹

Methods of Evaluation

The methods used in evaluating books are fully as varied as the standards of evaluation. Altogether 149 different methods were reported, which in this study will be called specific methods. (A complete list of these methods is given in the appendix, pages 139 to 148). Since analysis showed them to be variations of eleven general methods, they were classified accordingly. Table X presents the number and percentage of times each general method was reported for use in evaluating three types of books. The methods are listed in the order of frequency of total mention. An examination of the data reveals the following striking trends and contrasts:

1. The methods most widely used are "trying out books in the classroom," "comparing personal judgments," and "making personal examination." This is shown by their relatively high frequency (see right-hand column, Table X), also by the fact that of the 149 specific methods reported 90 were variations of the three mentioned most frequently (see appendix, pages 139 to 144).

2. Methods of "making score-card evaluation" are applied to texts more frequently than to supplementary and recreational-reading books. Specifically, 23.4 per cent of the methods reported for texts, 6.6 per cent of those reported for supplementary books, and 3.7 per cent of those reported for recreational-reading books involved the use of score cards. Further evidence of this contrast is found in the fact that 53.1 per cent of the school systems reporting have applied score cards to textbooks, 16.4 per cent have applied them to supplementary books, and 5.3 per cent to

¹The Textbook in American Education, p. 307. Thirtieth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Co., 1931.

TABLE X

FREQUENCY AND PERCENTAGE OF MENTION OF VARIOUS GENERAL METHODS
USED IN EVALUATING TEXTBOOKS (T), SUPPLEMENTARY BOOKS (S),
AND RECREATIONAL-READING BOOKS (R) (CITY SCHOOL SYSTEMS)*

Method	T		S		R		All Books	
	No.	%	No.	%	No.	%	No.	%
Trying out books in the classroom	80	26.4	81	26.6	28	14.8	189	23.7
Comparing and discussing personal judgments . .	59	19.5	75	24.7	46	24.3	180	22.6
Making personal examination	59	19.5	76	25.0	44	23.3	179	22.5
Consulting book reviews and other printed materials	24	7.9	37	12.2	47	24.9	108	13.6
Making score-card evaluation	71	23.4	20	6.6	7	3.7	98	12.3
Securing judgments of specialists	1	0.3	2	0.6	16	8.5	19	2.4
Making preliminary eliminations	6	2.0	6	2.0	1	0.5	13	1.6
Analyzing materials with respect to topics treated	2	0.7	3	1.0			5	0.7
Applying statistical procedures to content . .			3	1.0			3	0.4
Analyzing materials with respect to duplication of selections			1	0.3			1	0.1
Formulating guiding principles	1	0.3					1	0.1
Totals	303	100.0	304	100.0	189	100.0	796	100.0

*Ninety-eight school systems reported methods for textbooks, 115 for supplementary books, and 80 for recreational-reading books. These numbers partially account for the fact that more methods were reported for textbooks (303) and supplementary books (304) than for recreational-reading books (189). Also methods for recreational-reading books are not so well developed and consequently were not so often described.

recreational-reading books.¹

3. Methods of "consulting book reviews and other printed materials" are more widely used in evaluating recreational-reading

¹These figures are based on additional data submitted in the survey but not given in the table.

books than in evaluating texts and supplementary books. Such methods received 24.9 per cent of mention in the case of recreational-reading books, 12.2 per cent in the case of supplementary books, and 7.9 per cent in the case of texts. Furthermore, 68.1 per cent of the city systems reported the use of book reviews and other printed materials in selecting recreational-reading books, and 39.8 per cent in selecting supplementary books, and 34.8 per cent in selecting textbooks.¹ The wide use of book reviews in the selection of recreational-reading books may be due, in part at least, to the fact that such books are often selected (as shown in Chapter III) by school and public librarians, whose activities bring them in frequent contact with reviews and classified book lists.

Attention is directed next to important facts concerning each of the methods of evaluation listed in Table X. In this connection, summaries and interpretations relative to the specific methods reported will be presented. The methods will be considered in the order in which they are listed in the table.

Trying out books in the classroom.— The first method listed is classroom trial. Additional evidence of its wide use is presented in Table XI. The entries indicate that textbooks are

TABLE XI

PERCENTAGE OF CITY SCHOOL SYSTEMS REPORTING THAT THEY TRY OUT
TEXTBOOKS AND SUPPLEMENTARY BOOKS IN THE CLASSROOM

	Textbooks	Supplementary Books
Always	14.0	5.8
Usually	30.1	25.9
Occasionally	39.8	40.4
Not at all	16.1	27.9
Total	100.0	100.0
Number of cities reporting	93	104

more often tried out than supplementary books. While the percentages for "usual" and "occasional" trial are approximately the same

¹These figures are based on additional data submitted in the survey but not given in the table.

for the two types of books, there are wide variations in the percentages of school systems trying out books "always" or "not at all."

The method of classroom trial has at least two important advantages. It provides for an actual test of the value of the book while in the hands of the pupil. It can secure objective data concerning the merits of the book in particular respects. On the other hand, various disadvantages of "classroom trial" were reported by certain of the correspondents who do not use this method. A few indicated that the use of the method involves considerable expense. In criticism of this view it may be suggested that purchasing a limited number of copies to try out involves no extra expense if the book is selected. If it is not selected, the copies may in many cases be used for supplementary work. Other correspondents suggested that the method does not secure the consensus of teachers' opinions. However, consensus of opinion, as has been shown (page 46), is not always a valid basis of selection. Several other correspondents stated that the method is unfair to the publishers whose books are eliminated without being tried. If the elimination is impartial, this charge would seem to be unjustified.

Many different forms of classroom trial are in current use. An analysis of the specific statements of the co-operators (pages 139 to 141) reveals numerous variations in procedure: Only one teacher may try out the books, or several teachers, or all the teachers of a grade. Only one title may be tried out, or several different titles; or after elimination of certain titles through trial, the two best titles may be tried again. Only one copy may be used, or enough copies to equip the entire school. Only one pupil may participate, or part or all of a class, or several different classes; and only one type of pupil or several different types, such as accelerated, average, and retarded pupils. The teacher may be asked "to give the books a trial," or to carry out a certain general procedure, or to follow written directions for making the test. The provision of such directions, however, was rarely reported. In order to determine its teaching value, general observations may be made as pupils use the book or tests may be given on the material read. To determine its interest value, a part of a story may be read or told by the teacher and the effect noted; or the book may be placed on reading shelves and the number of times it is chosen by pupils noted; or after it has been on the reading table for a time, the story may be discussed and pupil interest observed; or pupils may be asked to state their reactions on a form, or to name the best book they have ever read. The trial may extend over a few days, a semester, a year, or several years. Furthermore, the success of the book in the classroom

may be observed by the central staff or reported orally or in writing by the teachers concerned. Such differences in method suggest the possibility of wide variations in the validity of the conclusions based on trial use.

These findings show that much unsystematic experimentation is in progress, and that there is need for more carefully controlled procedures. A valid trial of books is dependent upon the observance of principles of experimental technique. The only characteristic which should be allowed to vary is the one being tested, such as reading difficulty or interest value of content. Other factors which may affect the results should be controlled. Moreover, identical procedures should be followed in making comparative trials of different titles. Also, the number of pupils participating should be sufficient to insure statistical reliability of the data. Furthermore, the period of trial should be sufficiently long to secure reliable results.

Comparing and discussing personal judgments.- The reports received show clearly that school officials endeavor to compare their views and to analyze and then refine their judgments. According to some of the specific statements made (listed on pages 141 to 143), staff members compare their own judgments of a book with evaluations written by teachers. For example, teachers' reports are sent to the director of education or to each school librarian, or a committee's recommendations are sent to the respective principals concerned and later discussed in a meeting with them. According to other statements, conferences are held between different officials. For example, a committee member confers with the committee chairman, committee members confer with supervisors and administrators, or the board of examiners confers with representatives of certain groups such as principals. According to still other statements, meetings are called for the purpose of comparing and discussing judgments. Those attending may include the faculty of a school, the teachers of a grade, the elementary and junior-high-school librarians, the supervisors and librarians, the principals, or the supervisors, curriculum committee, principals, and superintendent. In such conferences different members may report upon the same book. The reviewers may also re-examine a book whenever differences of opinion occur as to its merits. It is also noteworthy that school librarians compare their own evaluations with published reviews.

When school officials exchange points of view regarding books, several advantages result. As a rule, they study definitely the issues involved in order to carry on critical discussions of them. It is likely also that they will extend their knowledge of needs. For example, the school librarian learns requirements which

teaching materials should meet, and the grade supervisor learns the bearing which the period of circulation has upon the number of copies needed. The practice of exchanging views may also stimulate school officials to verify and possibly modify their judgments and thus to reach detailed and sound conclusions.

Making personal examination.- Methods of making personal examination are also widely used. Some of the specific methods reported referred only to the manner of examining books, while others described also the organization of the work. An examination of the detailed accounts of these methods (listed on pages 143 to 144) shows that personal examination varies from hasty skimming to careful analysis. Some school officials reported that they glance through the books, examine the table of contents and selected portions, or study the vocabularies. Others reported that they study the books in detail. Some school officials did not indicate the use of specific standards, while others examine the books in the light of definite criteria or compare them with titles of recognized value. Some committees inspect books in conferences; others request each member to examine certain books and to report his impressions. The examination may be made as samples are received, or at times set aside for the purpose, or during a brief period before making recommendations. Such statements indicate that the methods in use are not equally thorough.

It is also significant that personal examination and comparison of judgments were in many instances the only methods of evaluation reported. Before adopting these methods exclusively, careful consideration should be given to the following question: Is a more adequate and objective technique available for the particular type of evaluation needed?

Consulting book reviews and other printed materials.- The uses made of book reviews (see page 144) include the following: to secure first impressions of books, to determine the purpose of a book, to obtain general information, to secure a basis for discussion in teachers' meetings, to obtain information when scoring books, to supplement and check personal judgment, to secure assistance in making final estimates, and to obtain a basis for selection without examining the book concerned. Such statements show that some school systems consider book reviews as only one source of information, while other systems use them as practically the entire basis of selection. The latter practice is open to criticism for several reasons. The judgment expressed in a review may be influenced by motives other than impartial appraisal. Furthermore, the reviewer often fails to give evidence that he has compared the book with others in the field. The selection of books is necessarily concerned with such comparisons.

Other statements made in the reports show that scientific studies are consulted in determining the interest value or grade placement of particular titles. The use of such studies is valuable, since they provide, as a rule, reliable information.

Those who co-operated in the study also reported the publications in which they find helpful book reviews. Table XII shows the number of times various publications were mentioned for the three types of books. In interpreting the entries, the reader should bear in mind that the total number of cities reporting is too few to insure valid conclusions. The table shows that twenty-two different publications were named as sources for reviews of texts, thirty-three for reviews of supplementary books, and thirty-nine for reviews of recreational-reading books. It also shows that the periodical most often mentioned for texts and supplementary books was the Elementary School Journal and the one most often mentioned for recreational-reading books was the American Library Association Book List. The wide use of these periodicals may be partly due to the fact that they are generally considered authoritative in their fields. The use of circulars prepared by publishing houses was also frequently mentioned by the co-operators.

Making score-card evaluation.- Publishers' letters received in this survey express conflicting views as to the value of score cards in examining books. The following quotations indicate that some publishers considered such evaluation inadequate:

" . . . Prior to the submission to this Company some years ago of the manuscript of _____ we should have said, along with other publishers and school administrators, that it would be perfectly possible to prepare a fair and impartial score card featuring such matters as gradation, proportion, factual adequacy, and the like. This manuscript, however, would have knocked such a score card into a cocked hat, for the outstanding merit of the manuscript was its revolutionary recognition of the fact that the European background of American history did not terminate with the discovery of America but has been continuing ever since, inasmuch as immigration from Europe has continued and modern, even current, European history has continued to have an important influence on American affairs. In other words, here was a manuscript the outstanding contribution of which could not have been predicted or properly appraised in advance."

" . . . the only slide rule by which one can measure the excellence of a textbook is by putting two questions. Is the author an experienced, successful teacher? Can the author write lucidly? If such an author issues a textbook with a

TABLE XII

NUMBER OF CITIES REPORTING PARTICULAR PUBLICATIONS
AS CONTAINING HELPFUL BOOK REVIEWS

Publication	For Text- Books	For Supple- mentary Books	For Recrea- tional Books	Total
Periodicals				
American Childhood	1	1	1	3
American Library Association Book List	0	3	14	17
Atlantic Monthly	0	0	1	1
Book Review Digest	0	0	4	4
Books—Supplement to New York Herald Tribune	0	0	4	4
Childhood Education	4	7	6	17
Educational Method	5	9	3	17
Educational Review	1	2	0	3
Elementary English Review	0	3	4	7
Elementary School Journal	10	18	12	40
English Journal	1	1	2	4
Grade Teacher	0	1	1	2
Harper's Magazine	0	0	1	1
Journal of Education	1	1	1	3
Journal of Educational Research	1	3	1	5
Journal of Geography	0	1	0	1
Journal of National Education Association	3	5	6	14
Kadelpian Review	1	1	1	3
Literary Digest	0	0	1	1
New Jersey Educational Review	1	1	0	2
New Jersey Journal of Education	1	1	1	3
New York State Education	1	1	1	3
New York Times Book Review	0	0	3	3
Pennsylvania State Education Asso- ciation Journal	1	1	0	2
Primary Education	1	1	0	2
Progressive Education	8	11	8	27
Publishers Weekly	0	1	2	3
Saturday Review of Literature	0	1	1	2
School and Community	0	1	0	1
School and Society	1	1	0	2
School Review	1	2	1	4
Teachers College Record	4	3	2	9
Books				
Children's Catalog	0	0	6	6
Field, A Guide to Literature for Children	1	1	1	3
Gardner and Ramsey, A Handbook of Children's Literature	0	0	1	1
Horn Book	0	2	6	8
Realms of Gold in Children's Books	0	1	4	5
Standard Catalog	0	0	1	1

TABLE XII (Continued)

Publication	For Text-Books	For Supplementary Books	For Recreational Books	Total
Terman and Lima, Children's Reading	1	1	2	4
Three Owls	0	0	2	2
Winnetka Graded Book List	0	2	4	6
Special Lists				
Baltimore Public Library Lists . .	0	1	0	1
Cleveland "Open Shelf"	0	0	1	1
Illinois Reading Circle List . . .	0	0	1	1
Wisconsin Township Library List . .	0	0	1	1
Commercial Bulletins				
Circulars, bulletins, and catalogs of publishing houses	3	5	5	13
Catalogs and bulletins of children's bookstores	0	0	2	2
Total	52	94	119	265
Number of cities reporting . .	14	26	27	...

reputable publisher, it ought to score a thousand in any well-devised scoring."

Another publisher, however, taking for granted that score cards are useful, discussed the possibility of preparing objective scales:

"First of all, I doubt if there is any clear distinction between an objective scale and one that is not objective. I believe it is like everything else in life, namely, a matter of degree. That is, a scale may be entirely objective or very objective or fairly objective or rather subjective or very subjective, and so on.

"Now my idea of an absolutely objective scale for rating textbooks would be something like this:

- "1. Does it have more than 200 pages?
- "2. Does it have type that is eleven-point or larger?
- "3. Does it have two dozen pictures or more?
- "4. Does it have margins a half inch or more all around?

"There can be no question as to whether or not a book meets any of these very definite objective criteria. But suppose you begin to ask such questions as these:

- "1. Does the subject matter conform to the requirements of the Report of the National Committee on the Reorganization of

Secondary Mathematics? (This is pretty definite.)

"2. Does the book provide definite challenges?

"3. Does it have historical notes?

"4. Is the meaning of axioms clearly illustrated?

"These are pretty definite questions, and I would say that a scale made up of such questions could properly be called very objective or at least fairly objective."

As early as 1918, Judd pointed out in a discussion of score cards that the characteristics of textbooks could be revealed through scientific studies involving their use:

"Every textbook, whatever its source, has characteristics which can be accurately tabulated and described. Each book has a kind of personality which can be measured no less accurately than the physical characteristics of a man. . . . Scientific studies of books can be made and accurate descriptions of their characteristics can be given along with the books themselves to anyone who is going to use them."¹

According to the reports received, score cards have been applied to books in practically all the school subjects. Table XIII presents by subjects the percentage of systems reporting that they have scored texts and supplementary books. The subjects are listed according to the frequency with which the texts were scored. This order suggests in a sense the ease with which books in different subjects can be evaluated objectively. Arithmetics, which rank first in frequency of mention, certainly contain many items that can be easily rated. Since spellers, too, can be readily rated in many respects, their rank in the list is somewhat lower than one would expect. This low ranking is probably due to the fact that spelling lists are often used instead of spellers.

The preparation of score cards is usually assigned to teacher committees. A few systems, however, reported that each of their score cards was prepared by one school official. Judd has criticized this practice by saying that the list of qualities should "be made by the whole teaching profession. Such a wholly disinterested list would then become not only a basis of selection, but also a guide to production, for authors would see the necessity of conforming to the combined judgment of teachers."²

Many different methods of deriving score cards (see page 145) were reported. A few systems formulate cards after discussing educational objectives. Some systems obtain a general score

¹Charles H. Judd, "Analyzing Textbooks," Elementary School Journal, XIX (October, 1918), 145.

²Ibid., p. 147.

TABLE XIII

PERCENTAGE OF CITY SCHOOL SYSTEMS REPORTING THAT THEY
HAVE SCORED BOOKS IN DIFFERENT SCHOOL SUBJECTS

Book	Textbooks		Supplementary Books	
	Number of Cities	Percentage of Cities	Number of Cities	Percentage of Cities
Arithmetics	33	86.8	12	75.0
Language books	25	65.8	8	50.0
Readers	20	52.6	12	75.0
Histories	15	39.5	8	50.0
Geographies	15	39.5	6	37.5
Spellers	8	21.1	.. . . .	.. . . .
Science books	2	5.3	1	6.3
Music books	2	5.3	1	6.3
Health books	2	5.3	1	6.3
Dictionaries	2	5.3	.. . . .	.. . . .
Historical readers . .	.. . . .	.. . . .	3	18.8
Geographical readers .	.. . . .	.. . . .	2	12.5
Literary books . . . .	.. . . .	.. . . .	1	6.3
Civics	1	2.6	.. . . .	.. . . .
Encyclopedias . . . . .	.. . . .	.. . . .	1	6.3
Totals	125	.. . . .	56	.. . . .
Number of cities reporting	38	.. . . .	16	.. . . .

card which is then modified in terms of the needs of a particular school subject. Some prepare a card after securing suggestions from publishers, consulting professional literature, obtaining lists of standards from teachers, asking school officials within and without the system to weight points, or securing criticisms of tentative cards. Other systems obtain a score card already prepared. An advantage of such methods is that they secure many valuable suggestions. On the other hand, they fail to insure objectivity in scoring. This fact probably explains the lack of validity in score-card standards (page 62). In this connection it is noteworthy that an objective score card is available for evaluating the physical makeup of primary-grade books.¹

¹Florence Bamberger, The Effect of the Physical Make-up of a Book upon Children's Selection. Johns Hopkins University Studies in Education, No. 4. Baltimore: Johns Hopkins Press, 1922.

The methods of applying score cards vary as widely as do the methods of preparing them. The number of different examiners scoring the same book ranges from one to a hundred, the median being five. However, many systems stated that they had no data as to the number, and some reported that they differ with every selection. According to the specific statements made (see page 146), committee members, selected teachers, or every teacher of the grade may apply the score card. The ratings may be given after examination only or after trial of the book with pupils. An examiner may score a book only once; or the books scoring lowest may be eliminated, the results for the remaining books discussed, other books eliminated, and such steps repeated until a book is selected. The scores of different examiners may be statistically combined or critically discussed. Because of the large subjective element involved, statistical sums of ratings may have little significance. Critical discussion of the reasons for the scores may reveal strong and weak points in the makeup of the book.

Securing judgments of specialists.- As has been shown in Table X, methods of obtaining expert judgments were rarely reported. The list of specific methods used (see page 147) shows that subject-matter specialists and expert children's librarians were occasionally consulted. A value of obtaining expert judgments lies in the fact that they supplement those of the less thoroughly trained staff members who, as shown in Chapter III, often make selections. The methods may be criticized, however, in that they fail to secure expert judgment in a sufficient number of different fields. It would be desirable to consult also with experts in typography since, according to Wheeler,¹ school officials generally have too limited knowledge of typographical features to evaluate them competently.

Making preliminary eliminations.- Methods of making preliminary eliminations of books received low frequency of mention. According to the specific statements of the co-operators (see page 147), the most promising titles are listed for later study as they are received, or books are assembled at the time of examination and eliminations are made in various ways. For example, books are ranked in the light of definite criteria and those receiving unani-
mously low rank are eliminated; or books are scored and those receiving no marks of "excellent" are discarded. In the latter case further eliminations are then made in the light of detailed

¹H. E. Wheeler, "Suggestions for Research on the Typography of School Textbooks," Elementary School Journal, XXIX (September, 1928), 27-31.

examination of the score-card data. One school system reported that when inappropriate books are set aside, records are made of their defects.

By applying such methods school officials may save their time for the intensive study of the more suitable books which remain. It may become necessary to reconsider titles which were previously rejected, for example, in case an eliminated title is later published in revised form. It is therefore valuable to preserve records of the earlier criticisms.

Analyzing materials with respect to topics treated.- Two methods were reported which aim to secure facts relating to the topics treated (see page 147). One of these methods is concerned with the amount of space given to important topics. The other provides also for comparing the topics discussed with those assigned in the course of study for the grade. This is a very necessary step since material which is unrelated to the course of study will probably not be used in the grade. The two methods are limited in value by the fact that they are largely concerned with quantity of material. However, the fact is well recognized that a few well-written pages discussing, for instance, life in the Amazon jungle are more instructive to children than many poorly written pages on the same topic.

In connection with these methods a report furnished by the Rand McNally Company is of interest. It presents an unusual method of comparing the topics treated in different books. A comparison was made of the indexes of the primary- and the intermediate-grade books in a series of United States histories. Identical topics such as "Airships," "Coronado," "Franklin, Benjamin" were listed, together with the number of pages pertaining to each. The report stated that only identical references were studied. "Where names were listed in entirely different applications to subject matter," they were omitted from the tabulations. The results of the analysis showed the percentage of topics in the index of the upper-grade book which also appeared in the index of the lower-grade book. The significance of such facts would certainly depend on whether the discussion of the topic is merely repeated in the advanced text or is enriched and adapted to the pupil's level of maturity. It follows that this method should be supplemented by other methods which evaluate and compare the treatments of each topic duplicated. Objective methods are needed for this purpose.

Applying statistical procedures to content.- Two methods used in determining reading difficulty involve statistical analyses of content (see page 148). One school system reported the use

of the Lewerenz formula¹ and two, of the Winnetka formula.² As indicated in the reports, the application of these formulas requires considerable time³ and special training, a fact which probably accounts in part for their limited use. For this reason there is need of improved techniques which will decrease the amount of time required and increase the ease of application. The validity of these formulas and other available methods of estimating grade difficulty⁴ is also in need of scientific study.

¹Alfred S. Lewerenz, "Measurement of the Difficulty of Reading Materials," Educational Research Bulletin (Los Angeles City Schools), VIII (March, 1929), 11-16.

²Mabel Vogel and Carleton Washburne, "An Objective Method of Determining Grade Placement of Children's Reading Material," Elementary School Journal, XXVIII (January, 1928), 373-81.

³It has been estimated that the application of the Winnetka formula to a book requires almost two days (Lewerenz, op. cit., p. 13).

⁴Other methods compare samples of content with the Gray Standardized Paragraphs (Laura Melana Larsen, "An Objective Method of Selecting Appropriate Geographical Readings for Fourth-Grade Pupils." Unpublished Master's thesis, Department of Education, University of Chicago, 1925); analyze word length (Mata Virginia Bear, "The Length of Word as an Index of Difficulty in Silent Reading." Unpublished Master's thesis, Department of Education, University of Chicago, 1927); determine the proportion of polysyllabic words (George R. Johnson, "An Objective Method of Determining Reading Difficulty," Journal of Educational Research, XXI [April, 1930], 283-87); and prepare and give tests of the material for evaluation (George C. Kyte, "Calibrating Reading Material," Elementary School Journal, XXV [March, 1925], 533-46). According to the last method children read selections and then answer pertinent questions. However, comprehension scores depend on the questions asked as well as the material read. Unless the questions used for different selections are of equal difficulty, the results of such tests are not comparable.

A method which has been used with high-school texts has been reported by W. W. Patty and W. I. Painter: "Improving Our Method of Selecting High-School Textbooks," Journal of Educational Research, XXIV (June, 1931), 23-32; and "A Technique for Measuring the Vocabulary Burden of Textbooks," ibid., XXIV (September, 1931), 127-34. Previous related references are given in these articles.

Recent methods make various uses of the Thorndike Word

A report furnished by the Public School Publishing Company should be mentioned here since it describes a statistical measure of simplicity of style and illustrates its application. The following paragraphs describe the method used and present the data secured in a study of "The Story of Ulysses" by Agnes S. Cook:

"The type of sentences used in this book has been analyzed by noting the amount and kind of punctuation marks used. Extremely easy reading is characterized by a large number of periods and a very small number of commas and semicolons. As reading material becomes more complex, there are fewer periods and more punctuation marks within the sentence. Analyses have been made of periodicals and newspapers to determine the amount of such punctuation; comparison with these analyses will give a very good indication of the relative complexity of the sentences used in 'The Story of Ulysses.'

Number of punctuation marks per 10,000 words of matter

Name	No. Periods	No. Commas	No. Semi- colons	No. Quotation Marks
Magazines	424	607	46	59
Newspapers	551	624	14	58
Ulysses	690	835	25	215

"The large number of periods indicates short sentences. The few semicolons indicate a relatively small number of complicated sentences. The unusually high number of commas and quotation marks is easily explained; the periodicals and newspapers used in the earlier analyses did not contain stories, so that the use of quotation marks was very infrequent. Quite a good deal of 'The Story of Ulysses' is told in direct discourse; this means a pair of quotation marks and a comma for each statement--and if the statement is broken it means two sets of quotation marks and two commas. These differences in the figures are to be accounted for by differences in the type of discourse. The average number of words per sentence is, for magazines 24, for newspapers 18 and for 'Ulysses' 14. This means that the sentences are short; the large number of periods indicates this same fact."

One may question the validity of the foregoing interpretations for two reasons. First, the report fails to indicate the number of different periodicals which were analyzed and to name them. Such information is essential in presenting norms for the

List: Edward L. Thorndike, Teacher's Word Book of Twenty Thousand Words. New York: Teachers College, Columbia University, 1931.

reading difficulty of periodicals, since, as has been shown,¹ they vary widely in this respect. Second, punctuation is not a highly reliable index of difficulty since the amount of punctuation depends largely upon the style adopted.

Analyzing materials with respect to duplication of selections.- Only one school system reported a method of dealing with the problem of the duplication of material. It maintained a file of the selections in various readers (see page 148). The title of a selection and the list of readers (from the primer to the sixth grade) in which it appeared were entered on a filing card. By consulting the file, the school officials could choose readers which contained few of the same selections. It is probable that a file for this purpose would be more useful if organized on the basis of readers rather than of selections.

Formulating guiding principles.- A superintendent reported (see page 148) that the necessity of selecting a textbook gives him an opportunity "to discuss with teachers certain educational principles with special reference to the subject for which a book is to be selected." The teachers then agree upon the principles which should guide in examining books. This method is valuable since guiding principles are prerequisite to systematic examination. For example, one may accept the theory that the teaching of arithmetic aims to form association bonds. In this case, he may actually count the number of repetitions of each addition fact. He will thus assure himself that none is neglected and that the more difficult combinations are repeated often enough. He will also determine whether the repetitions in the text are placed in an order that makes for economy in learning. The examiner may, however, think of addition as a generalized concept. In this case, he will consider that if the book develops an insight into the general idea, the pupil will help to train himself in particular facts which are not emphasized. It follows that the examiner will make an analytical study of the book from an altogether different point of view.

¹Bernice Elizabeth Leary, "An Analytical Study of Certain Elements in the Reading Material of Adult Magazines." Unpublished Master's thesis, Department of Education, University of Chicago, 1931.

Alfred S. Lewerenz, "Vocabulary Grade Placement of Typical Newspaper Content," Educational Research Bulletin (Los Angeles City Schools), X (September, 1930), 4-6.

Consideration Given to the Course of Study in Selecting Books

An essential aspect of book selection relates to the effect of the course of study upon the procedures used. The successful carrying out of the course of study depends to a marked extent upon the provision of suitable books. Units of work in reading, for example, may require enough basic material on a selected theme to supply pupils for several days or longer. Choice literary selections on the same theme may also be needed for use in developing the pupil's tastes and appreciations. Unless the teacher can secure sufficient materials, she will not be able to follow the plan as outlined in the course of study no matter how much she is in sympathy with the program or how well she understands it. The importance of the problem discussed in this section is therefore obvious.

School systems were asked which of three practices they follow in selecting textbooks and supplementary books, namely, giving preference to books if they fit in with the course of study (Practice a), selecting books entirely on their own merits (Practice b), and following whichever practice seems the better at the time (Practice c). The analysis of the replies is summarized in Table XIV. The entries in the table show that for both types of

TABLE XIV

PERCENTAGE OF CITY SCHOOL SYSTEMS CONSIDERING THE COURSE OF
STUDY IN SELECTING TEXTBOOKS AND SUPPLEMENTARY BOOKS

	Textbooks	Supplementary Books
<u>a</u> Books are given preference if they fit in directly with the course of study .	40.2	22.5
<u>b</u> Books are selected entirely on their own merits	7.3	11.2
<u>c</u> Both practice (<u>a</u>) and (<u>b</u>) are followed to some extent	52.5	66.3
Totals	100.0	100.0

books Practice c was most frequently reported. Practice a ranks second for both types, and Practice b third. The data also show that Practice a is used more widely for texts than for supplemen-

tary books, while Practice b is used more widely for supplementary books than for texts. Some of the replies indicated the reason why selections are often made which do not harmonize with the course of study. Sometimes it is not possible to find a book which does so. At other times a book appears superior to the course of study in certain respects, and it is decided to revise the course of study accordingly.

School systems were also asked to describe the methods used, if any, in giving consideration to the course of study in selecting textbooks, supplementary books, and recreational-reading books. Few reports were received on this point. An analysis of the replies showed that they were extremely vague and relatively insignificant. Furthermore, the methods described were difficult to classify.¹ Though they seemed to fall into groups and to indicate certain general procedures, there was considerable overlapping. It was found also that the statements were often concerned with purpose instead of with method. However, when the data were tabulated, certain significant facts were revealed which can be accepted tentatively.

Table XV shows the percentages of mention of each general method reported for considering the course of study in selecting the three types of books. The entries show that in selecting textbooks and supplementary books, the practices followed most frequently are: "basing standards upon the course of study" and "utilizing the course of study in examining books." In choosing recreational-reading books, the practice most often indicated is: "supplementing and enriching the course of study." In the case of texts and supplementary books the methods follow practically the same order with respect to frequency of mention. In the case of recreational-reading books the order is radically different. The fact that enrichment of the course of study received 66.7 per cent of mention for such books indicates that this purpose of recreational reading is widely recognized.

Attention is directed next to the value of the methods listed in Table XV. The first method, basing standards upon the course of study, aims to secure agreement between the standards used and curriculum needs. The second, which provides for the utilization of the course of study in examining books, aids in determining the respects in which a book satisfies the requirements of the curriculum. The third, choosing books to supplement and enrich the course of study, is essential if voluntary reading is to

¹A complete list of the co-operators' statements is given in the appendix, pages 148 to 152.

TABLE XV

PERCENTAGE OF MENTION OF VARIOUS GENERAL METHODS USED IN CON-
SIDERING THE COURSE OF STUDY IN SELECTING TEXTBOOKS (T),
SUPPLEMENTARY BOOKS (S), AND RECREATIONAL-READING
BOOKS (R) (CITY SCHOOL SYSTEMS)

Method	T		S		R		All Books	
	No.	%	No.	%	No.	%	No.	%
Basing standards of evaluation upon the course of study . .	31	47.7	21	32.8	3	7.7	55	32.7
Utilizing the course of study in examining books	21	32.3	20	31.3	9	23.1	50	29.8
Choosing books which supplement and enrich the course of study . . . . .	..	....	9	14.1	26	66.7	35	20.8
Assigning specific duties to personnel engaged in course of study activities	11	16.9	12	18.7	1	2.5	24	14.3
Directing attention to curriculum needs	2	3.1	2	3.1	..	....	4	2.4
Totals	65	100	64	100	39	100	168	100

be encouraged. An advantage of the fourth method, assigning specific duties to school officials concerned with the course of study, lies in the fact that these officials are likely to know the purposes for which books should be selected. The fifth method, which directs attention to curriculum needs, may stimulate study of them. Valuable as these methods are, the reports failed to describe specific techniques appropriate for each. In developing such techniques, it will be necessary to determine the purposes which different types of books should fulfill in the classroom.

It was pointed out earlier that many school systems failed to report methods of considering the course of study. This failure may be due to the fact that 73 per cent of those answering the questions were administrators rather than curriculum specialists. It may be due also to the fact that in some systems teachers do not have a course of study manual but develop the curriculum progressively under the guidance of the central staff. Such systems probably found it difficult to answer the investigator's questions. It is possible also that the relationships which should exist between the course of study and the materials to carry it out are not clearly understood.

Methods of Determining Final Recommendations

The work of evaluating books serves its greatest usefulness only as the findings are carefully analyzed and interpreted as a basis for determining recommendations. Of the 135 school systems reporting, only 28 listed specific methods of determining final recommendations. It should not be concluded, however, that the remaining school systems do not employ such methods. In all probability some co-operators failed to give a full description of their procedures. Then, too, it is possible that methods of reaching final decisions may not be well developed or that some school officials may not fully appreciate the importance of such methods.

The specific methods described by the co-operators were classified under the general method indicated, and the frequency of mention of each was found. (A complete list of the specific methods is given on pages 152 and 153.) The results of the tabulation are summarized in Table XVI. While the frequencies are small,

TABLE XVI

FREQUENCY OF MENTION OF VARIOUS GENERAL METHODS USED IN DETER- MINING FINAL RECOMMENDATIONS (CITY SCHOOL SYSTEMS)

Method	No. of Times Mentioned
Agreeing through discussion	17
Voting	15
Following results of score-card ratings	5
Deciding individually	2
Total	39

the methods listed in the table merit critical comment. The first, agreeing through discussion, has value since it provides an opportunity to consider the findings of others. The second, voting, is subject to criticism in that it may permit superficial opinion to have weight in the recommendation. The third, following score-card ratings, depends for its value upon the validity of the card used. As discussion has shown (pages 62 and 74), the score cards in use are not as yet entirely objective. The fourth method, individual decision, is of questionable value since few individuals can make adequate judgments of all types of books. Though the superintendent must finally make the decision, he needs scientific data from various sources as a basis for forming his judgment.

Causes of Difficulty in Book Selection

Thus far the discussion has been concerned with the practices of school officials in selecting books. This section deals with the causes of difficulty which were reported. It may be expected to reveal the attitudes of school officials toward some of the major problems involved in book selection: Are they satisfied with existing practices? Do they have a critical attitude and recognize the need for reorganization and improvement?

Of the 135 co-operators, 60 supplied information concerning their difficulties in book selection. It was found that the statements (see appendix, pages 153 to 156) could best be classified according to the cause of the difficulty indicated. The frequency and percentage of total mention of each cause are presented in Table XVII. The table shows that the co-operators generally attributed their difficulties to "lack of adequate methods," "incompetency of staff members," and "lack of certain types of books." The remaining causes listed in the table were mentioned less frequently. Additional information relating to each cause was contained in the specific statements submitted and will now be summarized.

Lack of adequate methods of selecting books.- The statements which indicate a lack of adequate methods (see page 153) included specific reference to the following items: the dearth of scientific techniques and of methods for quickly eliminating unsuitable books, estimating vocabulary difficulty and amount of duplicated material, making objective score-card evaluation, and making scientific classroom trials. Mention was also made of the lack of methods for "securing desirable uniformity in selection without discouraging the teacher's initiative." Such deficiencies have already been revealed in the analysis of methods of evaluation reported (pages 64 to 79). This fact suggests that though school officials have not as yet reorganized their methods, they are aware of deficiencies in their present procedures.

Incompetency of staff members who select or use the books.- A second cause of difficulty is "incompetency of staff members." The specific statements reported (pages 153 and 154) show that incompetency is due among other things to the following: lack of cultural background, insufficient understanding of teaching problems, limited acquaintance with children's books, lack of objectivity, and insufficient care in selection. It was also pointed out that school officials sometimes prefer books which can be followed page by page, object to books whose use requires changes in their teaching method, and fail to recognize that a variety of reading material is needed in the classroom. Each cause of incompetency suggests an essential which must be provided for. As one means of

TABLE XVII

PERCENTAGE OF MENTION OF VARIOUS CAUSES OF DIFFICULTY
IN BOOK SELECTION (CITY SCHOOL SYSTEMS)

Cause	Frequency of Mention	Percentage of Total Mention
Lack of adequate methods of selecting books	33	27.2
Incompetency of staff members who select or use the books	26	21.5
Lack of certain types of books	22	18.2
Lack of funds	12	9.9
Unfair practices of publishers' representa- tives	8	6.6
Lack of valid standards of evaluation . . .	6	5.0
Limited time	6	5.0
Ill effects of certain state requirements .	4	3.3
Dissatisfaction with previous selections .	4	3.3
Total	121	100.0

overcoming such limitations, the National Committee on the Text-book¹ has recommended that the study of standards and of methods of selection be emphasized in the professional preparation of teachers.

Lack of certain types of books.- The co-operators also indicated (pages 154 and 155) that they can find few titles of the following descriptions: substitutes for a title which has gone out of print or has been radically revised; books adapted to the course of study; suitable books in geography and history; and books suited to the ability and interests of foreign and retarded pupils. Half of the statements made referred to the need for easier books. In this connection it should be noted that the actual reading difficulty of texts, as shown by scientific study,² is frequently higher than that indicated by the publisher's grade

¹The Textbook in American Education, p. 308. Thirtieth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Co., 1931.

²Alfred Lewerenz, "Reading Material Evaluated by Means of the Vocabulary Grade Placement Formula," Educational Research Bulletin (Los Angeles City Schools), XI (April, 1932), 98-119.

placement. Such findings suggest the need of simplifying manuscripts of texts sufficiently for the pupils of the grade.

Other causes of difficulty.- The remaining causes of difficulty listed in Table XVII were mentioned infrequently. However, in the specific statements of the co-operators (see pages 155 and 156) are contained certain points of significance.

"Lack of funds" handicaps the school systems in making a wide selection of books, meeting the needs of individual schools, supplying books to school libraries, and purchasing needed texts and drill materials.

"Unfair practices of publishers' representatives" consist chiefly of unscrupulous tactics, high-powered salesmanship, persistence, and intrusion upon staff members' time. It is encouraging to note that only 8 of the 60 systems referred to such causes of difficulty.

With respect to "lack of valid standards of evaluation" reference was made to the indefiniteness of present standards, the lack of agreement of standards with the course of study, and the subjectivity and incompleteness of score-card standards. In view of the inadequacy of current standards (pages 52 to 64), it is surprising that these items were infrequently reported as causes. However, many of the statements relative to inadequate methods implied also a lack of valid standards (e.g., "sorting out books that are too hard," "eliminating the least desirable books," and "distinguishing between good and poor material"). It is probable that the co-operators did not always make a clear distinction between inadequate standards and inadequate methods as causes of difficulty.

Insufficient time for committee meetings, scoring books, trying out books in the classroom, and making statistical studies of arithmetics and spellers were reported as causing difficulty. In this connection two points merit emphasis. First, the selection of appropriate books is of sufficient importance to warrant beginning the work long before recommendations are to be made. Second, findings concerning the strong and weak points in the makeup of a book assist in its use.

Requirements of the state school law may cause unfortunate situations to develop relative to book selection in city school systems. One system reported that it hesitates to buy a suitable book for fear the state may later require its use as a text and supply copies. Another system indicated that books recently purchased have been rendered unsuitable because of unexpected changes in the state course of study which this system is required to follow. Two other systems reported that it was frequently necessary to supply additional books because state-adopted texts are

poorly adapted to the varying needs of pupils. Such statements suggest that difficulties are likely to arise when the selection of school books and the formulation of the course of study are not in the same hands.

"Dissatisfaction with previous selections" was cited as another cause of difficulty. The statements reported also indicated that disappointment is experienced in books selected solely from book reviews, that there is lack of assurance that the best books have been secured, that selections from grade to grade are "unco-ordinated," and that the books chosen conflict with the established course of study.

Conclusion

From the facts presented in this chapter, it is clear that book selection is in a trial and error stage. Current practices vary from the briefest consideration of books to very elaborate analysis, from questionable to apparently sound practices, and from altogether subjective to scientific steps in selection. Further significant facts may be summarized as follows concerning the specific items discussed in this chapter:

1. Many valuable methods of securing titles for examination are in current use. However, only a few cities employ a systematic method of handling samples and related information. Since many new books are published each year, the development and use of systematic methods are essential to efficient selection.

2. The specific types of books needed are rarely determined before evaluating materials. It should be remembered that pupils in the fourth, fifth, and sixth grades differ widely in experience and achievement. Classroom activities can be carried on to best advantage only if the materials provided are suited to the needs of the particular pupils.

3. The standards of evaluation used vary widely. They include highly objective items as well as entirely subjective ones. In examining textbooks, score cards are used extensively. Such cards vary from brief lists of general items to elaborate scales containing carefully weighted standards. These findings show the need for developing additional objective standards for evaluating books.

4. Numerous methods of evaluation are in use. Some are concerned with the general merit of books, and others with specific characteristics. Some provide for careful analysis of books, and others for superficial inspection. A few supply suggestions of value in developing scientific procedure. For instance, the methods reported in analyzing the reading difficulty of books (pages 76 to 79) furnish a concrete basis for a valid technique

which can be applied without extensive use of time and effort. However, few current methods are designed to obtain objective data concerning books. It is evident that much scientific work remains to be done in this field.

5. Current practices fail as yet to insure the selection of books adapted to specific teaching purposes. There is therefore need for careful analysis of the purposes which books should serve in fulfilling the aims of the course of study.

6. Few methods of determining recommendations were reported. Those described give little information as to the specific technique used. These facts indicate the need for analytical reports of the methods employed in reaching decisions in book selection.

7. School officials are aware of many of the deficiencies in their procedures. Inherent in the data concerning causes of difficulty in selecting books are highly significant implications which suggest such questions as the following: Who is to overcome the deficiencies reported by school officials? If suitable books are not actually available, what steps should be taken? Are these steps essential? If deficiencies are due to method, how may adequate methods be developed? If there is insufficient time for thorough examination of books, what can be done to overcome the limitation?

The foregoing analysis and discussion reveal the need for experimental studies of many of the problems involved and the development of more objective techniques for use in book selection. It may be recalled at this point that certain difficulties sometimes arise in city school systems from having to use state-adopted texts. Additional data on this point are presented in the next chapter, which describes in detail procedures used in selecting such texts.

CHAPTER V

THE SELECTION OF TEXTBOOKS FOR STATE ADOPTION

It is the purpose of this chapter to describe, analyze critically, and interpret current practices in state school systems in selecting textbooks for legal adoption. Because of the large number of pupils affected for a substantial period of time, the selection of state texts is a serious responsibility. Furthermore, textbook contracts involve an annual expenditure of large sums of money.

The data presented in this chapter were reported by the twenty-five states which adopt textbooks and by five outlying possessions of the United States. The topics which are treated first are the personnel of state textbook commissions and assisting groups, and the types of procedure followed. In subsequent sections analyses are made of specific items of these procedures, namely, methods of determining the need for new texts, giving notice to publishers, standards of evaluation, methods of evaluation, consideration given to the course of study, methods used in determining final recommendations and decisions, and causes of difficulty in selection. Introductory to the main discussion, an explanation is given concerning the types of textbooks adopted, the terms of adoption, and the school districts required to use the texts selected.

Types of textbooks adopted.- Twenty-seven states reported the kinds of textbooks which they adopt for Grades IV to VI, inclusive. Those adopted by all or almost all of the states are readers, geographies, language texts, arithmetics, histories, spellers, and writing manuals; those adopted by about half of the states are drawing books, music books, health books, dictionaries, and physiologies; and books adopted by one or a few states relate to civics, agriculture, right conduct, general science, home economics, and nature study. Thus textbook adoptions affect practically every school subject.

Terms of adoption.- In a large proportion of the states textbooks are adopted for a period of five years; in nine states for six years, and in three states for four years. One state adopts books for one year only, and another makes adoptions for as many as eight years. After the period of adoption has expired, a

text may be readopted or continued in use. This practice may greatly extend the period of use, a fact shown by a recent report concerning textbook adoptions in California.¹ Long term adoptions have the disadvantage of preventing at times the selection of a suitable book as soon as it is available.

School districts required to use the adopted texts.- As shown in Table XVIII, two-thirds of the states reporting require all the school districts in the state to use the adopted texts. The remaining states permit exemption on such conditions as the following: if the school district furnishes free textbooks; if its population reaches a certain minimum; if it supports its schools for eight months of the year; and if it employs a certain number of teachers and has a certain amount of taxable property. Even when such provisions are made, the unexempted districts may not all require the same kind of basic text.

Personnel of State Textbook Commissions and Assisting Groups

According to the reports, the authority to adopt texts is placed with various committees and officials. In twelve of the school systems, adoptions are made by the state board of education. In twelve other states, a special textbook commission is in charge. In another state the textbook purchasing board makes adoptions, and in still another the public-school committee. In the outlying possessions reporting, adoptions are made by the department of public instruction, the commissioner of education, an assistant superintendent, or the director of education. For convenience, the term, "textbook commission," will be used in this report to designate various adopting committees.

As a rule, the commission is composed of a few ex officio and many appointed members, usually chosen by the governor but sometimes by the state board of education, and occasionally by the president of that board and the governor. The number of members ranges from three to thirteen and averages seven.

In most states the appointment of commission members is regulated by the school law. Several states require a large number or all of the members to be engaged in school work. Certain states require that the membership include a woman, a few business men and a lawyer, or a representative of employers and a representative of employees within the state. Occasionally it is

¹Percy Roland Davis, State Publication of Textbooks in California, pp. 21-22. Berkeley, California: California Society of Secondary Education, 1930.

TABLE XVIII

NUMBER OF STATES REPORTING VARIOUS RULINGS AS TO
EXEMPTION FROM THE USE OF ADOPTED TEXTBOOKS

Ruling	No. of States
Adopted textbooks must be used in all school districts	20
School districts do not have to use adopted textbooks:	
If they furnish free textbooks	3
If they have a population of:	
20,000 or more	1
5,000 or more	1
3,500 or more	1
If they have a population of 40,000 or more and furnish free textbooks	1
If they are specifically named in the law as being exempt	1
If they have a local tax and state fund sufficient to maintain schools eight months or longer each year	1
If they employ at least twenty teachers and have \$2,500,000 of current assessed valuation of property	1
Total	30

provided that only one person may be appointed from a particular congressional district; that no person connected with the authorship of a school book and that no agent for a school-book publisher, may be a member; and that only a limited number belonging to the same political party may serve. The term of appointment ranges from one year to permanent tenure. Six of the fifteen states reporting on this item appoint members for four years. Sometimes a member's term expires when the governor who made the appointment goes out of office.

In order to show the variety of members serving on textbook commissions, Table XIX was prepared. It presents the number of each type of member on the last commissions organized in twenty-three states prior to this report. It is probable, however, that the members appointed for other adoptions may vary from the types listed in this table. The first column of figures presents the number of states reporting a given type of member; the second column, the total number of such members reported. The table shows that thirty-five different types of members served. Many of them are school superintendents and faculty members of higher institutions of learning. "State superintendent" was mentioned by the largest number of states. It is a striking fact that the

TABLE XIX

FREQUENCY OF MENTION OF TYPES OF MEMBERS OF TEXTBOOK
COMMISSIONS IN TWENTY-THREE STATE SCHOOL SYSTEMS

Type of Member	No. of States Reporting Member	Total No. Reported
State superintendent of instruction	13	13
City superintendent	8	17
Governor	7	7
Layman (president of Methodist publishing board, lawyer, business man, etc.)	6	18
County superintendent	5	9
University president	4	5
High-school principal	4	5
Citizen engaged in school work	3	13
Elementary teacher	3	5
Commissioner of education	3	3
High-school teacher	3	3
Normal-school president	2	3
State assistant superintendent of instruc- tion	2	2
Teachers-college president	2	2
Agricultural-college president	2	2
Elementary principal	2	2
Citizen representing a congressional dis- trict	1	7
State superintendent of school departments (Spanish department, high schools or rural schools)	1	3
Citizen interested in vocational education .	1	3
Member of state board of education	1	2
President of state board of education	1	1
Normal-school dean	1	1
University faculty member	1	1
College professor	1	1
Agricultural-college faculty member	1	1
State director of education	1	1
Director of education	1	1
Elementary supervisor	1	1
Rural-school supervisor	1	1
Chairman of committee on public instruction of the senate	1	1
Chairman of committee on public instruction of the house of representatives	1	1
State printer	1	1
Superintendent (not designated more specifi- cally	2	8
Citizen (not designated more specifically) .	2	2
Member (position unspecified)	1	1

highest total occurs in the case of "layman," a type of member who is not required to have training or experience in selecting school books.

In some states the textbook commission secures assistance from various persons. Sometimes the school law requires the organization of a selecting or assisting committee; in such cases the membership of the committee is usually specified. Occasionally such committees are organized though they are not authorized by law. The reports show further that assisting committees are composed of from seven to nine school officials such as city and county superintendents, rural supervisors, college teachers of education, principals, and elementary teachers. Assisting committees may in turn seek the help of qualified school officials.

Types of Procedure

Each state reported the procedure which the textbook commission employs in making adoptions. An analysis of the procedures described shows that they could best be classified according to the nature of the study made before selecting books. Such a classification reveals the three following types: (1) selection unsupported by definite study; (2) selection supported by individual studies made by some of the commission members; and (3) selection based on studies outlined by the commission as a unit. The percentage of state systems employing each of these types is presented in Table XX. In the discussion of each type,

TABLE XX

PERCENTAGE OF STATE SCHOOL SYSTEMS REPORTING EACH OF THREE TYPES OF PROCEDURE

Procedure	Percentage
Selection unsupported by definite study . . .	7
Selection supported by individual studies made by some of the commission members . .	50
Selection based on studies outlined by the commission as a unit	43
Total	100

an example is described in detail, and the variations in the type are outlined.

Selection unsupported by definite study.- The reports of two state school systems show that the textbook commission makes no definite study of the books previous to the time of adoption.

According to these reports, the publisher who exerts the greatest influence upon the commission members is likely to receive the contract.

In the first of these states, the board of education is also the school-book commission. It is composed of the governor as president, the state school superintendent as secretary and executive agent, and four citizens appointed by the governor. Three of the appointed members must have had teaching experience. However, the members often lack experience or training in selecting books. Furthermore, though the state law provides for a sub-commission to assist the school-book commission, in actual practice there is none.

This commission adopts texts in reading, arithmetic, language, history, geography, spelling, health, writing, and agriculture for each of the first seven grades. Texts in each subject may be changed every five years. However, it is the practice to change only about half of the texts.

The commission meets on or before September 1 of the year in which textbook contracts expire. A date is then set, not later than November 1, for receiving sealed bids from publishers. Every day for a week the commission announces in the larger daily papers of the state the date of receiving sample copies and bids from publishers, the date of making contracts, and the specifications for bids. The following is a quotation from such an advertisement:

"The bids or proposals shall state specifically and clearly the retail price at which each book will be furnished, and also the exchange price for the introduction of such books and it shall be required that each bidder shall deposit with the Treasurer of the State a sum of money such as the School-Book Commission may require of not less than five hundred dollars, according to the number of books each bidder may propose to supply, and such deposit shall be forfeited absolutely to the State if the bidder shall fail or refuse to make and execute such contract or bond as is hereinafter required within such time as the School-Book Commission may require. . . ."

Weeks or months before the school-book commission meets, individual members are besieged by publishers' representatives. The state superintendent stated, "No methods of selection are provided either by law or by any regulations. It is largely a matter of publishers making assaults upon the individual members of the State Board of Education."

An adoption is made when a majority of the six commission members vote for the same book. Adopted texts must be used throughout the state except in districts which maintain schools

for eight months of the year by local taxation and appropriations from the state.

Prior to 1929, the state under discussion had no elementary course of study. In 1929, the state superintendent asked the authors and publishers of the adopted textbooks to furnish him with outlines for a course of study. These outlines form the basis of the present course prepared by a state school supervisor. It is expected that texts will be chosen in the future to accord with this course of study.

In commenting upon the procedure used in his system the state superintendent said, "It is my earnest hope that we can at some early date develop a sane and scientific method of selecting and adopting textbooks. . . ."

The second state which selects texts without definite study as a basis varies but slightly from this procedure. The textbook commission is composed of the state superintendent of schools and eight persons engaged in public school work within the state. They are appointed by the governor for five years, not more than one being chosen from a particular congressional district. Among the members must be at least one teacher of the primary grades and one of the elementary grades. The commission meets as a committee of the whole to hear the reports of publishers' representatives. It then selects the texts, which must be followed as the state course of study. The state elementary-school supervisor commented on this procedure as follows, "We recognize the fact that our method of selecting books is antiquated, but it would probably be impossible to convince the legislature that such is true; and we are, therefore, continuing our manner of selecting books politically just as we have done for many years."

The procedures used in these two states show that the textbook commissions concerned often make selections on bases other than an evaluation of the books.

Selection supported by individual studies made by some of the commission members.- According to the second type of procedure to be described, some of the commission members begin to examine books weeks or months before current textbook contracts expire. Others on the same commission do not begin until it is almost time to make adoptions. Still others make no study at all. In evaluating books some members make personal inspection, while others also secure evaluations from school officials. For example, a city superintendent on the commission may ask the advice of elementary-school teachers; a state superintendent, the judgment of his staff; and a dean of a school of education, the advice of his colleagues. Also various school officials in the state may volunteer recom-

mendations. This second type of procedure was reported by one-half of the state school systems. Some stated that they encounter political influences. However, such influences are in the main less pronounced than in the systems which follow the first type of procedure.

The plan followed in State 19 illustrates selection supported by individual studies. This state adopts a dictionary and textbooks in reading, arithmetic, language, history, geography, spelling, physiology, writing, drawing, and music. The adoptions are made for a period of six years, one-third of the contracts expiring every two years. It is required that every school district within the state use the adopted texts except districts having a school population of 20,000 or more.

Every four years the state board of education, composed of the governor, the secretary of state, and the superintendent of public instruction, appoints a board of textbook commissioners. This board is composed of five citizens of "recognized scholarship and professional standing in the state," no two coming from the same county. For example, on the present commission there are four city superintendents and the president of the state normal school, who is chairman.

Every other February the state superintendent sends to publishers a circular of information concerning the approaching adoptions. The circular outlines the school textbook laws and states the names and addresses of the commission members, the time and place of commission meetings, the school subjects to be considered, the form of bids, and the form of contract. The following September, the state superintendent calls the commission members together and describes the general type of textbook needed, for example, a two-book series of geographies or a series with a book for each grade.

After this meeting some of the members make studies of the books. For example, one of the city superintendents on the present commission usually asks teachers of the subject concerned to review the books. Sometimes he arranges with a teacher to try out a set of books so that he may observe the pupils' reactions. He also examines books and discusses their merits with publishers' representatives. Another city superintendent examines the books under consideration and eliminates unsuitable ones. He then secures advice from a few educators such as a normal-school critic teacher, a teacher of the particular grade, and a rural-school principal. Sometimes he asks such advisers to examine books for certain items, for example, the number of pages devoted to certain topics, the size of type, the quality of paper, and the durability of binding. On one occasion the superintendent secured a more

detailed evaluation. He bought nine different readers in sets of ten copies and tried them out in all the elementary schools in his system, sending three different sets to a classroom at a time. Accompanying the books was a form requesting the teacher's judgment of reading difficulty and interest appeal.

Some of the members on the present commission permit publishers to supply them with thirty or forty copies of a title for classroom trial. Other members refuse such offers because they cannot try out the books of all the publishers interested.

On the third Monday in November, the commission meets to adopt books. It elects a chairman and continues in session for not more than fifteen days. An assistant or a clerk in the state superintendent's office acts as secretary. Oral votes are taken until the same text receives three of the five votes, a different member voting first each time.

In reporting this procedure, certain commission members stated that they do not have enough time to examine books, are unable to find competent advisers, and require more adequate standards of evaluation than those available. They also mentioned unfair influences of publishers' representatives.

Another state school system reported the following variation in procedure: The state board of education is also the textbook commission. It may change not more than 25 per cent of the adopted textbooks at a time. The members may or may not make a study of the books before a vote is taken. However, outstanding teachers are sometimes asked to work in informal groups and to submit evaluations of the books under consideration. The advantage of every change of textbook must be placed on record.

From these descriptions it is clear that if textbook commissions assign the problem of evaluation to individual members, they are likely to secure recommendations made on widely varying bases. For instance, one member bases his recommendation on careful study, another on hasty inspection, and still another on a basis other than study.

Selection based on studies outlined by the commission as a unit.-- In contrast to the preceding type of procedure, the textbook commission sometimes works as a unit. The studies undertaken include such steps as examining publishers' briefs, analyzing texts, determining the judgments of school officials, trying out texts in the classroom, or evaluating them in the light of the course of study. Only one or two brief studies may be undertaken, or several intensive studies may be made. The general type of procedure was followed in thirteen of the thirty state school systems. In most of the states attention is given to book examination only when adoptions are to be made. However, in one state

the commission meets regularly every year, according to a plan described later. In an outlying possession the chairman of the board of education asks the appropriate committee to examine a book at the time it is submitted. At the next meeting the recommendations are discussed and acted upon. In another outlying possession, the commission examines new books as they are received.

State 2 reported the most elaborate procedure of this type. The curriculum commission, which also has charge of textbook selection, is composed of the state superintendent of public instruction as chairman and ten members appointed by him and approved by the state board of education. The law requires that the appointed members include a county superintendent, a city superintendent, a high-school principal, a college teacher of education, and a classroom teacher. The present commission also includes a high-school dean of women, a director of the elementary course of study in a city school system, a faculty member of a state teachers college, and a city superintendent. Appointed members serve for four years, two memberships expiring each year. The commission studies curriculum problems arising in the schools of the state and recommends to the board of education minimum standards for courses of study in the kindergarten, elementary, and secondary grades.

The commission meets every year, usually on the third Saturday in June. Specifications for the textbook needed are then outlined and submitted to the state board of education. The board publishes these specifications in three educational journals. The "Specifications for Textbooks in Reading for Grades IV to V" prepared by this commission says:

"A particular characteristic desired in the material to be considered is that it satisfy needs for a social study content, well arranged to fit into the activity program contemplated and being organized by . . . Curriculum Commission.

"It is the desire of the Curriculum Commission that the 'child centered' program it proposes be supported by richly suggestive reading materials. Actual 'experience readers,' bringing to the child interpreted life situations for his study, are highly desirable."

These specifications also include directions for submitting sealed bids. By a certain date publishers are to send samples to both the curriculum commission and the state board of education.

After this meeting the commission members study the texts independently. They meet again and eliminate by secret ballot those which seem poorly adapted to the state course of study. Various studies are outlined, which are later carried out by members or subcommittees. Each member asks qualified school officials, usually within his administrative unit, to make intensive studies

of the books, to try them out with pupils, or to tabulate data. Following are examples of the kinds of studies which the commission has undertaken:

An experiment was carried on to evaluate the interest appeal of five different series of readers. An assistant superintendent of city schools provided four teachers, each in a different school district, with ten copies of each reader. The books were covered so that binding would not influence the preferences of the pupils. For three forty-minute periods per day the pupils were allowed to read any of the books they chose. Each pupil recorded the times when he took and returned a book. At the end of the week the teachers tried to ascertain which readers the pupils liked or disliked. Each teacher filled in one-page check lists reporting her evaluations to the assistant superintendent.

A bibliography was prepared by a committee appointed by the curriculum commission. As sections were completed, a copy was sent to each member.

A "Report on Suggestions for Testing out Textbooks and Courses of Study" was contributed by a commission member. He canvassed published literature, and obtained suggestions from other members and various educators.

Once a survey was made of the experience of city school systems with certain books. A commission member sent a letter of inquiry to a large number of city superintendents which asked their choice among the six textbooks being considered at that time.

In 1930 the commission prepared a five-page blank entitled: "Form for Publishers' Analysis of Fourth- and Fifth-Grade Readers." Publishers of the five series of readers then under consideration were expected to show the respects in which their books were superior. They were asked to report the percentage of material devoted to social science, natural science, fiction, poetry, and work-type exercises. They also filled in answers to such questions as the following:

"What data can you present in support of:

- a. Arrangement of material in the books?
- b. Length of selections?

"Present the case for your illustrations in relation to:

- a. Artistic merit.
- b. Relation to text.
- c. Number and size."

Another question was designed to ascertain the steps taken by the author to secure desirable reading difficulty: "What technique was used in determining the grade placement and reading difficulty of your material?" A further section of the form told the publisher to: "Present any information you have in any form you wish

concerning the literary quality of your material." "Development of work-type reading habits" and "appeal to children's interest" were also considered. At the same time, the publishers were invited to apply to their readers the Lewerenz¹ and the Winnetka² formulas for grade placement and to report the findings.

During the time books are being considered—usually a period of two to six months—publishers' representatives confer with individual members. A representative may also have a hearing before the commission as a group.

In the final meeting, all of the studies carried on are reported by the members and carefully considered. A secret ballot is then taken. The textbook receiving the largest number of votes is recommended to the state board of education. Though the board is not required to adopt this text, it has invariably done so.

State 2 reported that difficulties arise in selecting books due to the following causes: Too few texts are submitted. Definite ideas are lacking as to what constitutes a good textbook. Objective measures of merit are too few. A single text does not meet widely varying needs such as those of good readers, poor readers, rural schools, and city schools.

Other state school systems reported the following variations in the plan of selecting books based on studies outlined by the commission as a unit:

1. Every four years the state superintendent appoints committees to revise the official list of textbooks and other teaching materials for elementary schools. Nine committees composed of three members each work under the direction of the state assistant superintendent in charge of elementary schools. A rural supervisor, a school superintendent, and a principal are appointed to most of the committees; and usually a specialist in the field serves on committees in special subjects.

The committees select books in reading, arithmetic, history and civics, health, English, geography, music, art, writing, spelling, and character training. Certain committees also select dictionaries, maps, and globes.

Before the work begins, the general chairman of the textbook committees sends to members a letter of information. The

¹Alfred S. Lewerenz, "Measurement of the Difficulty of Reading Materials," Educational Research Bulletin (Los Angeles City Schools), VIII (March, 1929), 11-16.

²Mabel Vogel and Carleton Washburne, "An Objective Method of Determining Grade Placement of Children's Reading Material," Elementary School Journal, XXVIII (January, 1928), 373-81.

policy in selecting materials is set forth; the steps to be taken in each of the three committee meetings are described; a bibliography on textbook selection is furnished; and instructions are given as to final reports to the general chairman.

In the first meeting, each committee selects its chairman, then formulates general and specific objectives for each half grade. In this connection the committee consults the course of study for the subject.

In the second meeting, the committee prepares a score card for evaluating books. Score cards should define the objectives and content of a desirable book and should provide enough space to score several books. Before the next meeting, each member applies the score card to the books submitted for the subject.

In the third meeting, each member ranks the textbooks 1, 2, 3, 4, or 5. The sum of the ranks is then found. "The text receiving the lowest score in such sums will be the first choice, the next lowest score, the second choice, etc."

On or before March 1, the final report is submitted by the committee chairman to the general chairman. It consists of a copy of the score card used, a list of the textbooks submitted by publishers, and a tabulation of the rankings given each book.

The general chairman then submits the list of selected books to the state superintendent of instruction who, in turn, presents it to the board of education for adoption.

It is the policy in this state not to permit publishers to furnish books for classroom trial or to demonstrate the use of their books. Committee members are asked to recognize publishers' statements "as coming from interested parties anxious to secure recognition."

2. The governor and state superintendent jointly appoint a textbook commission of seven members. Adoptions may be made every year but may include only one major text, such as a reader or an arithmetic, and two minor texts, such as a speller and a health book.

The members of the commission set up standards for evaluating textbooks. They ask publishers to apply score cards to the books under consideration. The commission also invites several qualified persons, whose names are not made known, to examine the books. Each member then evaluates the books for himself. In checking his judgment, he uses the evaluations supplied by publishers and school officials.

The commission finally submits to the state board of education a multiple list of textbooks, for example, the three health books which the members think most suitable.

In commenting upon this plan, the superintendent said:

". . . . when we are successful in getting a high type of textbook commission, such as we now have, there is very little difficulty in putting through an adoption which guarantees the books which the committee, in their best judgment, have estimated to be the best books. . . ."

3. The state board of education appoints a textbook committee of seven school officials, the superintendent of instruction serving as chairman. Not later than three days after its organization, the committee advertises for sealed bids for furnishing textbooks to the state for six years.

The committee takes several steps in examining books: It asks groups of teachers to score the books and to report the results. It arranges for publishers to try out their books within the state. It meets with the course of study committee and consults reports concerning the curriculum. As required by law, the committee grades each book as to subject matter, printing, binding, and mechanical makeup. Altogether it devotes about four months to the examination of books.

The textbook committee then reports to the textbook purchasing board (composed of the governor, the state superintendent of education, and the president of the state board of administration) the three books considered best in the subject. If it is thought advisable, more than three titles may be named. Also any member disagreeing with the recommendations may file his opinion. The textbook purchasing board is required to adopt one of the books recommended.

4. The elementary course of study committee (in an outlying possession) is composed of twenty-one members. Every year this committee selects a subject for special study during the coming year. In evaluating books, classroom trial may be made, or score cards, guiding principles, or specific criteria may be applied by the committee.

These descriptions show that many textbook commissions recognize the importance of a careful study of books on the part of all members before making recommendations. It is evident, however, that the value of the studies which are made varies widely.

Methods of Determining the Need for New Texts

As has been shown, books are often continued in use after the period of adoption has expired. Few methods were reported, however, for use in determining the need for new texts (see appendix, page 166). One state checks current opinions to ascertain if dissatisfaction with the text exists. Another asks principals throughout the state to name the texts which should be changed. Still another determines whether a cheaper text is available than

the one in use. A fourth state considers which school subject is most in need of new materials. It should be noted that these methods secure facts relating chiefly to dissatisfaction and to the cost of texts. It is pertinent to ask if such facts are indicative of the need for a new text. No methods were reported for determining the kind of text which will best satisfy specific needs.

Various reasons may account for the failure of the twenty-six other states to report concerning the determination of needs. Commission members who work in a system may experience needs so frequently in their regular teaching or administrative capacity that special study is unnecessary. Other commissions may have failed to include in their reports the methods used. From data already presented (pages 93 to 95) the conclusion seems valid that some commissions are not concerned with educational needs.

Giving Notice to Publishers

Twenty-six of the thirty state school systems reporting notify publishers when textbook adoptions are to be made; three states do not do so since publishers know the dates of adoption; and one gave no information on this point.

Thirteen states advertise forthcoming adoptions in the daily press, and one places the notice in three educational journals. Such notices appear in from one to thirty issues. A few of the systems which advertise in newspapers send publishers a copy of the notice. The twelve remaining systems send a circular letter to publishers. In general, the notice announces the textbooks to be changed, quotes rules and regulations for adoptions, states the date for textbook adoptions and the date when the commission will hear publishers' representatives, and asks that samples be sent to members of the commission and sometimes to certain teachers. One system also specifies the qualities desired in the text. In most of the states, the school law outlines the nature of the notices to publishers.¹

¹A complete list of provisions found in state textbook legislation has been reported by Coffey. (National Committee on the Textbook, The Textbook in American Education, pp. 250-54. Thirtieth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Co., 1931.)

Standards of Evaluation

This section describes and interprets the standards reported for use in evaluating texts. A few systems were unable to report standards since "the commission has not set up standards which all mutually recognize and observe. . . . Each one satisfies himself in accordance with the best educational theory." Only one system furnished score cards, a description of which will be given later. The other systems listed the various items which they consider in evaluating books. (A complete list of these items is given in the appendix, pages 174 and 175.)

Table XXI presents the percentage of the total mention for each item reported.¹ An examination of the entries shows that the items ranking highest are "physical makeup" (Item I), "content" (Item II), "price" (Item III), and "adaptation to specific needs" (Item IV). The remaining items (V to XIII) were mentioned only infrequently. It is significant that the four items ranking highest are frequently enumerated as standards in the school laws of the states reporting. These laws name such specific features as binding, type, mechanical construction, size, material, illustrations, subject matter, gradation of difficulty, and suitability for purposes intended. They usually require that price be reasonable and that price discrimination be prevented. It is also significant that certain states reported only the standards to which attention is directed by law.

The significance of the data in Table XXI is further revealed by a comparison with the standards reported by city school systems (Table VII, Column T). This comparison reveals that the standard, "ease of comprehension," is given marked emphasis by both city and state school systems. This fact suggests the practical value of reading difficulty as a standard. On the other hand, while city systems give practically the same emphasis to "physical makeup" and "content," state systems give marked emphasis to "physical makeup." "Price" is given greater consideration by state systems (16.5 per cent) than by city systems (3.7 per cent). "Method of book," "aids to instruction," and "curriculum needs" are items given greater emphasis by city systems. Furthermore, city systems mentioned a wide variety of aids to instruction such as "index," "table of contents," "provision for efficient use of book by teachers," "notes," "references," and "drill material," but only one such item, "index," was reported by state systems. In general, city systems give greater consideration

¹The items were summarized according to the plan described on page 51.

TABLE XXI

PERCENTAGE OF MENTION OF ITEMS CONSIDERED IN SELECTING
STATE TEXTBOOKS WHEN SCORE CARDS ARE NOT USED

Item	Percentage of Total Mention
I. Physical makeup	33.0
A. Binding	7.8
B. Type	7.0
C. Mechanical construction	4.3
D. Paper	2.6
E. Size of book	2.6
F. Material	1.7
G. Clear illustrations	0.9
H. General appearance	0.9
I. Unspecified	5.2
II. Content	21.7
A. Ease of comprehension	5.2
B. Subject matter	5.2
C. Suitability to grade	0.9
D. Amount of content upon given topics	0.9
E. Literary value	0.9
F. Acceptance as standard work	0.9
G. Authenticity	0.9
H. Reliability	0.9
I. Interest value	0.8
J. Unspecified	5.1
III. Price	16.5
A. Demands of economy	1.7
B. Reasonableness	0.9
C. Exchange values	0.9
D. Unspecified	13.0
IV. Adaptation to specific needs	11.3
A. Suitability for purposes intended	4.3
B. Harmony with course of study	1.7
C. Adaptability to needs of schools	1.7
D. Suitability for both rural and graded schools	0.9
E. Adaptability to local conditions	0.9
F. Usability	0.9
G. Demands of teachers for certain changes	0.9
V. Author or authors	5.2
A. Reputation	1.7
B. Present activity	0.9
C. Unspecified	2.6
VI. Grades covered	4.3
VII. Recency of copyright date	2.6
VIII. Method	0.9
IX. Accordance with educational theory	0.9
X. Organization	0.9
XI. Success in use	0.9
XII. Point of view	0.9
XIII. Index	0.9
Total	100.0
Total frequency of mention	115

to the contents of the book than do state systems, while the latter lay more stress on physical makeup and financial outlay.

As indicated earlier, one state school system furnished score cards for various textbooks. On the seven-page form for English texts, descriptive items were listed on the left side of the page; to the right were places for marking an item, "excellent," "very good," "fair," "poor," or "out." Many of these items were analyzed into their specific aspects. For example, the book should provide:

"Practice in written composition with significant and effective presentation and mastery of a few elements of correct language forms, as these are needed for actual use, such as

- a. Capitalization
- b. Punctuation
- c. Paragraphing."

The objectives, the organization of the subject matter, the adaptation to teachers' needs, and the physical makeup of the book were all considered. This description suggests the care with which this state has worked out standards of evaluation.

Methods of Evaluation

In the case of methods as well as standards of evaluation, certain of the states were unable to furnish data. A few states described their methods as experimental, or more or less haphazard. A few other states reported that each commission member devises his own methods. The other state school systems made fifty-eight different statements describing the method used. (A summary appears in the appendix, pages 166 to 169.) These statements were classified under the general method indicated, according to the plan described for city school systems (page 64). The number and percentage of times each general method was reported by the states are presented in Table XXII. The entries show that the methods most widely used are "trying out books in the classroom" and "making personal examination." Other methods frequently mentioned are "securing personal opinions and judgments," "making score-card evaluation," and "consulting printed materials."

Certain additional data were secured concerning the use of classroom trial. They show that 10 per cent of the systems always try out books, and that 20 per cent usually do. Thirty-seven per cent occasionally try out books, and the remaining 33 per cent do not try them out at all.

In the discussion which follows, the specific methods classified under each general method listed in Table XXII are described and interpretations presented. However, only the procedures which differ substantially from those reported by the city school sys-

TABLE XXII

PERCENTAGE OF MENTION OF GENERAL METHODS USED IN
EVALUATING TEXTBOOKS FOR STATE ADOPTION

Method	Frequency of Mention	Percentage of Total Mention
Trying out books in the classroom	23	29.1
Making personal examination	19	24.0
Securing personal opinions and judgments .	14	17.8
Making score-card evaluation	8	10.1
Consulting book reviews and other printed materials	8	10.1
Formulating guiding principles	2	2.5
Making preliminary eliminations	2	2.5
Securing judgments of specialists	1	1.3
Applying statistical formulas to content .	1	1.3
Analyzing materials with respect to topics treated	1	1.3
Totals	79	100.0

tems are discussed in detail. The methods are considered in the order in which they are listed in the table.

Trying out books in the classroom.- The first method of evaluation listed is classroom trial. An analysis of the specific statements (see pages 166 and 167) showed that the trial may be made by publishers' representatives, qualified school officials, or teachers in different sections of the state. The books may be tested in several classrooms, or all the elementary schools in a city, or typical schools in different localities. The books used may be samples, copies lent by publishers, or copies purchased for the trial. The period of trial ranges from a week to a year. The trial may aim to secure pupils' reactions to the books, teachers' evaluations of various items, their rankings of the books, or their score-card ratings. Districts making supplementary use of the title under consideration may be asked to report its success.

Two of the methods reported (see Items 17 and 18, page 167), which have been described in another connection, are worthy of special note. One of them provided for trying out nine different titles in the schools of a city system. Three different sets of ten copies each were sent to each school for one month. After using the books, the teacher reported interest value and grade difficulty. The other method involved supplying several teachers

in different parts of the state with ten copies of each book under consideration. The teachers were asked to cover the books so that binding would not influence the pupils' selections. Three forty-minute periods per day for a week were devoted to the trial. Pupils chose books for reading and recorded the times when they took and returned a book. At the end of the week the teacher sought to determine the pupils' preferences. She then recorded her evaluations on one-page check lists. These methods are more carefully worked out than many others which were reported. They might be improved, however, by experimentation in the use of the method. The first method might be revised to secure more objective evidence than the teacher's conclusions, and the second to insure that pupils will inspect all of the books before making their choices. Experimentation to reveal weaknesses in the method should be carried out before the books are placed on trial.

It has been indicated that books for the trial are sometimes supplied by the publisher. This practice necessarily increases the price of texts. Furthermore, some publishers consider it unfair for school officials to request copies for trial purposes.¹

Making personal examination.-- The methods of personal examination which were reported (see page 167) range from hasty sampling to careful, comparative study. Only a small portion of the book may be read, or books may be compared side by side or read thoroughly. The examination may be made in the light of the merits described by publishers or of advice given by teachers of the subject. The work may be done by the commission member independently or by the entire commission in executive session. The fact that choices are sometimes made on bases other than the merits of the book (see page 95) may partly explain the use of the superficial methods which were reported.

Securing personal opinions and judgments.-- Textbook commissions also secure advice regarding new books (see page 168). Some commissions obtain popular opinions through informal contacts with school officials in the state. This method is of questionable value since such opinions too often express mere preferences and prejudices. Other commissions ask teachers and supervisors to work in groups and to submit their judgments. According to another method, one commission member ascertains the evaluations

¹National Committee on the Textbook, The Textbook in American Education, p. 193. Thirtieth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Co., 1931.

made by other members. Occasionally the information secured is discussed by the commission or is compared with the views of the member.

Making score-card evaluation.- Another method of evaluation involves the use of score cards. Thirteen per cent of the systems reported this method though only one system furnished copies of the card. Each of the systems has applied cards to language texts, a few systems to readers and spellers, but only an occasional system to arithmetics, health texts, and dictionaries. According to the specific statements reported (see page 168), score cards are prepared in the light of teaching objectives, professional literature, or both. They are applied either by school officials or by the publisher of the book. The scores are statistically summarized or are discussed by the commission.

The plan of having the score card filled in by the publisher is open to the objection that he must make a different analysis of the book for each school system making the request. Buswell and Judd claim that authors and publishers should be called on to work out comprehensive analyses which may be submitted with the books.¹ They also point out that such analyses would not have to be repeated by different school systems. A disadvantage of statistical tabulations of score-card results was presented previously (page 75). This method of making decisions takes no account of unlisted qualities which may be revealed to the examiner as he applies the card. In all probability, discussion of the scores would bring to light these less explicit items of information.

Consulting book reviews and other printed materials.- Four of the thirty state school systems reported that printed materials were consulted in evaluating books (see page 169). One indicated that commission members compare reviews of a book with their own judgments. Another reported that selections are made in the light of reviews when there is not time to make careful examination of texts. In another school system publishers' briefs are read and discussed as books are examined. Still another system stated that a committee prepared a bibliography on the subject under discussion and summaries of suggestions concerning the testing of teaching materials. Copies of the reports were sent to each commission member. The use of this method aids in informing members of

¹Guy T. Buswell and Charles H. Judd, Summary of Educational Investigations Relating to Arithmetic, p. 27. Supplementary Educational Monographs, No. 27. Chicago: Department of Education, University of Chicago, 1925.

published reports on the subject.

Formulating guiding principles.- Only two state systems reported the formulation of principles to serve as a guide in examining books. As has been shown (pages 79 and 88), there is distinct value in employing such principles.

Making preliminary eliminations.- It was occasionally reported that a preliminary elimination of unsuitable books is made (see page 169). The textbook commission may decide by agreement or by secret ballot as to which books do not meet needs. Such preliminary eliminations make it possible for members of the selecting commission to utilize their time and energy in studying the remaining books in detail.

Securing judgments of specialists.- One system stated that advice is asked of experts in different fields such as professors of education, instructors in agriculture, and specialists in the primary grades (see page 169). Such advice is especially valuable if the commission members must choose books for many different subjects. It is essential if members lack professional qualifications for book evaluation.

Applying statistical formulas to content.- It was reported in one instance that publishers are asked to apply the Winnetka¹ and Lewerenz² formulas to their books under consideration and to submit the results to the textbook commission (see page 169). Though these formulas are objective, different persons may make slight variations in the technique of applying them.³ Any lack of validity in the results due to this factor might be overcome by having the results for different books verified or by having the same person analyze all the books concerned.

Analyzing materials with respect to topics treated.- One system provides for tabulating the number of pages devoted to various topics (see page 169). This method is an objective means of determining whether a book contains enough material on the subjects taught in a grade.

¹Mabel Vogel and Carleton Washburne, "An Objective Method of Determining Grade Placement of Children's Reading Material," Elementary School Journal, XXVIII (January, 1928), 373-81.

²Alfred S. Lewerenz, "Measurement of the Difficulty of Reading Materials," Educational Research Bulletin (Los Angeles City Schools), VIII (March, 1929), 11-16.

³This conclusion is based on the writer's observation.

Consideration Given to the Course of Study in Selecting Texts

It is very important that the textbook adopted support the course of study. If, for example, the school districts within a state have found it best to teach fractions in Grade V, it would be extremely unfortunate to adopt a text which presents this subject in Grade IV. Twenty-eight school systems reported concerning the consideration given to the course of study in selecting texts. Seven stated that the course of study does not affect procedure and gave such reasons as the following: "Courses of study are too apt to go out of date to attempt to make adopted texts fit them. Texts are more progressive than courses of study." "The individual members of the textbook commission may or may not give thought to curriculum needs in selecting a textbook . . . professional needs are sometimes not considered by certain members." "The state has no course of study." "The textbooks constitute the course of study." As indicated in a previous connection (page 95), one school system invited the publishers of the adopted texts to submit materials as a basis for a course of study. The twenty remaining school systems reported that their procedures provide for consideration of curriculum needs.

Various methods are used to secure the selection of books adapted to the course of study (see pages 170 and 171). Five of the statements reported that persons concerned with book selection are well informed concerning the curriculum. Specifically, the same person is chairman of the textbook committee and the course of study committee, or the textbook committee prepares the course of study, or school officials generally familiar with the course of study assist in selection. Four other statements indicated that the standards used conform with the state course of study. Four others showed that the course of study is consulted as books are examined. For example, the course of study is read, or serves as a basis for eliminating books or for analyzing merit. According to another statement, the textbook commission considers reports of the curriculum committee and meets with this committee. Three other statements indicated that after the book is adopted necessary revisions are made in the present course of study. Another statement showed that the course of study is worked out after adoptions are made.

It is evident that many of the methods described have value. For example, school officials who prepare the course of study would be likely to give careful attention to teaching needs. If certain curriculum needs have been overlooked or if no book is found well adapted to the course of study, it may be desirable to make revisions after the text is adopted. However, the method of

working out the entire course of study after the adoptions are made may result in the mere adaptation of the course of study to the adopted textbooks.

Methods of Determining Final Recommendations and Decisions.

It was stated earlier that in a few states assisting committees are organized when an adoption is to be made. According to the specific statements made concerning recommendations (see page 171), such committees sometimes submit reports to the textbook commission. In addition to recommendations, the report occasionally includes the opinions of members who differ from the committee recommendation, the rating of each text submitted, the composite decision on the first, second, third, fourth, and fifth choice, and the reasons for each decision. In a few states it is required that the textbook commission adopt one of three titles recommended. The value of careful records concerning the basis of choice lies in the fact that they tend to give objectivity to recommendations.

Textbook commissions usually employ the method of voting in making a decision. In a few states before the vote is taken, first, second, and third choices of books are listed by each member and discussed, or the results of various studies of the books are considered. In one state, the book which ranks highest according to score-card results is selected. The wide use of voting is readily explained by the fact that state laws usually specify this method of reaching a decision.

Causes of Difficulty in Book Selection

Five states indicated that they meet no serious difficulties in book selection and gave the following explanations: the textbook commission is especially competent; the commission is "open-minded and to the best of its ability selects the best books possible, the only consideration being what is best for the pupils"; and due to the small number of textbooks purchased, troubles that develop in more populous states do not occur. Seventeen other states described various causes of difficulty which they meet in book selection. The percentage of mention of each cause is given in Table XXIII. The causes will be discussed in the order in which they are listed in the table.

Lack of suitable books.- A frequent cause of difficulty is lack of suitable books. According to the statements reported (see page 172), there is serious lack of books written in simple English suitable for children in the Philippine Islands, books suited to children in the Hawaiian Islands, books adapted

TABLE XXIII

PERCENTAGE OF MENTION OF VARIOUS CAUSES OF DIFFICULTY REPORTED
BY STATE SCHOOL SYSTEMS IN SELECTING TEXTBOOKS

Cause	Frequency of Mention	Percentage of Total Mention
Lack of suitable books	8	23.5
Incompetency of persons concerned with selection	5	14.7
Political influences	5	14.7
Lack of adequate methods	4	11.8
Lack of valid standards	3	8.8
Lack of time	3	8.8
Inadequacy of uniform state texts	3	8.8
Insufficient funds	2	5.9
Law requiring simultaneous adoptions	1	3.0
Total	34	100.0

for use in Porto Rican schools where a bilingual system is used, and books suited to the experience of native children living in the tropical country of the Virgin Islands. Such statements suggest that children in outlying possessions must often use books which were prepared for pupils in entirely different environments. As shown earlier, the need of simple reading material is also felt in city school systems. One state reported a lack of books suitable for use in an activity program, and another state indicated the need of books containing practical information. It was also reported that too few books are available due to the fact that some publishers refuse to lease their plates for state printing. According to a recent study,¹ 48 per cent of the books rated highest in the elementary field by subject supervisors are not available for state printing.

Incompetency of persons concerned with selection.- The second cause listed in Table XXIII is incompetency of personnel. The specific statements of school systems (see page 172) show that textbook commissions may not have training or experience in selecting books, that they may not represent widely different communities

¹Percy Roland Davis, State Publication of Textbooks in California, p. 42. Berkeley, California: California Society of Secondary Education, 1930.

in the state, that inexperienced teachers may be asked to try out books and may make unreliable recommendations, and that school officials are sometimes unwilling to devote time to the examination of books which are being considered for state adoption.

Political influences.- Another cause of difficulty reported is the prevalence of political influences (see page 172). In particular political pressure is exerted to secure the adoption of certain books, and prejudiced attitudes develop due to such efforts. One statement indicated that such influences "always turn up in some form."

Lack of adequate methods.- Other statements reported as a cause of difficulty are lack of objective methods and of methods for making adequate classroom trials and decisions when teachers' opinions conflict (see page 173).

Lack of valid standards.- A few state school systems referred to "price" as the only standard and to "inadequate criteria" for evaluating books (see page 173). These causes of difficulty point to certain weaknesses in the standards which are used in state adoptions (see page 104).

Lack of time.- A further cause of difficulty is lack of time for examining books (see page 173). It was reported that too little time can be given to evaluating the large number of texts submitted and that the programs of commission members and school officials are too full for such activities.

Inadequacy of uniform state texts.- A few other statements indicated that uniform state texts fail to meet varied needs such as those of superior pupils and retarded pupils, and the needs of rural and city schools (see page 173). It was also recommended that selection from approved state lists be adopted as a substitute for uniform texts. In one system, experts who made a state-wide survey recommended to the legislature a bill making such provision, but it failed to pass.

Insufficient funds.- According to two statements (see page 173), the necessity for limiting expenditures prevents the adoption of the best book or of a sufficient number of texts.

Law requiring simultaneous adoptions.- One statement indicated that books in all subjects must be considered at the same time and that the work involved is too great to be done thoroughly (see page 174). A committee has recommended a change in the present law to divide the textbooks into six groups, one group to be changed each year.

Conclusion

As shown in this chapter, serious deficiencies exist in the practices followed in selecting texts for state adoption.

State textbook commissions consist of a varied membership often including members who have no training for the responsibilities involved. The specific needs to be met in different districts of the state are rarely studied. The period devoted to the work of selection is usually brief. Moreover, the procedures of the commission vary from organized procedures involving careful studies to those making no provision for examining texts. Also, the commission member frequently works independently and is seldom required to offer support of his choice. The deficiencies revealed are probably due to many different causes. Among these are political influences and unwise legal regulations concerning the procedure to be used in making the selection. Such factors might be overcome to a great extent by the adoption of an improved procedure. However, there are certain causes of difficulty which cannot be entirely overcome because they are inherent in the practice of adopting uniform state texts. It is widely recognized that no one text can meet the needs of native as well as foreign-born children, supervised as well as unsupervised school districts, and urban as well as rural districts.

When a state selects a text for adoption, a very different procedure is employed from that used when city systems are free to select their own texts. A comparison of the state and city procedures reveals striking contrasts in the following respects:

1. In state systems, laymen, faculty members of institutions of higher learning, and city and state school officials often serve on the selecting agency (Table XIX), but in city systems only city school officials serve as a rule (Chapter III). The particular significance of this contrast lies in the fact that in city systems the personnel making the selection are more often directly concerned with the use of the book than in state systems.

2. State school systems make much more elaborate provision for announcing forthcoming adoptions to publishers (pages 103, 50, and 51). This difference is no doubt due to legal regulations in state systems.

3. State school systems give greater weight to physical makeup and price of texts, while city systems show greater consideration to content (page 104). As has already been shown (pages 52 to 54), the content of school books is of large importance.

4. State school systems employ score cards less frequently than do city systems (pages 109 and 73). This contrast is significant in view of the fact that score cards make explicit mention of many standards which are usually not otherwise considered (pages 63 and 64).

5. State systems make wider use of the method of voting in

reaching decisions than city systems (pages 112 and 83), while city systems more often reach decisions as a result of discussion (Table XVI). As used at present, the latter method is more likely to involve critical evaluation and intelligent choice.

6. State and city school officials stress different causes of difficulty in book selection. State systems more often mention the prevalence of political influences (Table XXIII), and city systems more frequently indicate lack of adequate methods of evaluation (Table XVII). Nevertheless, certain data reported (pages 106 to 110) indicate that state systems are also in serious need of improved techniques for use in evaluating books.

The fact is well recognized that the problems faced by state systems differ from those of city systems particularly in respect to legal requirements and the needs to be met by adopted texts. However, state and city systems face similar problems in respect to the evaluation of texts. For example, they both need methods for use in making objective tests of books in the classroom; also scientific techniques of analysis as a substitute for present methods of personal examination.

CHAPTER VI

INTERPRETATIONS AND CONCLUSIONS

The chief aim of this study was to make a critical survey of current practices in selecting books for school use. Closely related to this aim was that of demonstrating the use of a satisfactory technique of verifying questionnaire data. The foregoing chapters have presented the specific findings in connection with each of these purposes. This chapter considers the contribution of the study to the field of education and presents the general conclusions concerning current practices. The first section of the chapter is concerned with the correspondence-verification technique of verifying survey data. The later sections relate to procedures and problems involved in selecting school books.

The Correspondence-Verification Technique

The nature of this study required the use of a technique for the verification of questionnaire data. The method employed, which the writer has called the correspondence-verification technique, was shown in Chapter II to be a definite contribution to the study. The fact is well recognized that the questionnaire method as usually applied fails to insure the validity of the data secured. However, it is one of few practical means of obtaining certain types of information. It is also one of the most widely used methods of research in education. Thus any practical technique which increases the validity of the method has scientific value. A careful analysis of previous questionnaire studies revealed the fact that the few verifying techniques which have been reported would not be satisfactory in all questionnaire studies. For example, one of the techniques fails to secure corrections of the errors revealed. Another obtains corrections only if the investigator identifies the error. Two other procedures are hardly practicable for use in extensive surveys. Furthermore, adequate objective data are not available concerning the validity of any of the techniques.

The correspondence-verification technique secured many corrections of the questionnaire data collected in this study. An objective analysis of the modifications obtained furnishes the basis for the following evaluation:

The chief advantage of the technique lies in its effectiveness in increasing the validity of the various items of information secured. It insures an extensive view of the field before the investigator formulates all of his questions. Such a view aids in obtaining representative data. It secures the corrections of errors whether or not they are apparent to the investigator. The fact that the general technique thus increases the validity of the questionnaire method has been demonstrated beyond a doubt.

There are certain other advantages which attach to the technique: It can be used in verifying any amount or kind of questionnaire data. Though the use of the technique involves considerable time and effort, it does not require that the investigator visit the co-operating institutions. It reveals to the co-operator the care with which the data submitted previously are interpreted, and thus helps to overcome the present hostile attitude toward the questionnaire.

The correspondence-verification technique may be applied in various ways. It may be employed in verifying data secured by the oral-interview method and in comparing the validity of the oral-interview and questionnaire methods. It may also be used in studying the value of different types of questions used in questionnaires.

Current Practices in School-Book Selection

The primary purpose of this study was to make a critical survey of current practices in book selection. The scientific value of studies of current practices has frequently been questioned by educators. They have pointed out, for example, that it is more valuable to ascertain desirable practices than current procedures. However, a knowledge of current practices is essential in determining strong points and specific weaknesses of present procedures and in devising means for overcoming deficiencies. Also in attacking any educational problem it is desirable to study current practice in the field as well as published reports. Previous to this study there had been few extensive reports of objective data concerning current procedures in selecting books. From the specific findings of this survey, general conclusions were drawn relative to current practices in city and state school systems, and certain desirable aspects of present procedures were also distinguished.

City procedures.- The facts secured in the survey of the practices of city systems in selecting books indicate that a chaotic situation exists. The personnel making the selections varies widely. (1) Some systems place responsibility with the principal and teachers of each school. In a few city systems

central staff members give the principal and teachers more or less careful guidance. (2) Other systems place the entire responsibility for selection in the hands of various central staff members such as assistant superintendents and supervisors. (3) In many other systems the responsibility is divided between members of the teaching and central staffs. Sometimes a permanent committee which prepares the course of study selects books. In other instances, a temporary committee is appointed at the time of making selections. (4) A few systems ascertain the preferences of the school officials who will be concerned with the book after it is selected. Only an occasional system provides for study of the books in advance. In view of these variations, it would be advantageous for school officers to consider critically the basis on which responsibility for school-book selection is assigned in their system. In this connection certain important questions arise: If the teachers and principal select books for their school, will they always recognize the broad aims of the curriculum as well as the immediate needs of the pupils? If central staff members make the selections, will they know all the specific needs of particular schools? If the teaching and central staffs share in the work, upon whom should the responsibility fall for making the final decision? Is book selection a regular curriculum activity or a special problem to be handled at the time it arises? Is the problem such that it can be solved by consensus of opinion?

The procedures employed in book selection also vary. Some systems have worked out well defined policies in selecting books, and others are practically without a plan. In a few systems the work is begun with a study of the type of book needed, in others with the formulation of standards for evaluating books, and in still others with the actual examination of books. Some procedures include many essential steps in selection and others only a few. Some procedures employ various sources of information such as public libraries, professional literature, school records, and the view of experts; other procedures utilize only the judgment of the officials making the selections. A few plans provide directions for the examination as well as a check upon the results; many furnish no definite direction of the work. In some instances school officials express satisfaction with their procedures; in others, they report dissatisfaction. These variations suggest the need of developing systematic plans which secure an adequate amount of reliable information concerning the merits of the books under consideration.

In addition, each specific item of procedure involves wide variations. For example, the standards of evaluation used vary from those that are vaguely defined in the minds of school offi-

cials to those that are clearly defined on score cards. The methods of examination vary from superficial inspection to the use of scientific techniques. Many of the methods fail to include any records of data; others secure detailed records. The recommendations are determined merely by voting, by following the results of score-card ratings, or by carrying on critical discussion of the books. Inherent in these variations are some of the most serious problems involved in book selection. Scientific studies which would aid in the solution of these problems will be outlined in a later section.

Various plans are adopted in selecting different types of books. The selection of texts is most often done by central book committees. The choice of supplementary and recreational-reading books is frequently assigned to the principal and his teachers or to central staff members. Some school systems employ the same procedure for all types of books; other systems employ a different procedure for each type. The method of applying score cards is used more widely for texts than for recreational-reading books. The method of consulting book reviews and lists is used more extensively for recreational-reading books than for texts. However, the selection of texts is usually done more systematically than is the selection of other books. In some instances, public library assistance is secured in evaluating recreational-reading books. In a few instances, the selection of such books is left entirely to public librarians. These findings suggest that the most appropriate techniques to employ in book examination depend in part upon the purpose for which the book is to be used. It is desirable, therefore, in future studies to give consideration to the fact that the selection of different kinds of books presents varying problems.

State procedures.- The survey of state systems showed that serious difficulties exist at present in selecting a text for adoption. Some of the difficulties are inherent in the practice of adopting a single text for use throughout a state. Other difficulties arise from political influences which are more or less prevalent in adoptions. Still other difficulties are due to the necessity of observing legal regulations. Such regulations require the appointment to the commission of laymen who are not likely to be trained for the work of evaluating books. It is sometimes necessary to select many texts at the same time, or to complete the work in a brief period. Practically all the states require that a vote be taken in choosing the text for adoption.

The survey also revealed many significant contrasts and variations in the procedures of states. For instance, in some states a single title is adopted, in others alternative titles.

In some states all of the textbook contracts expire at once, and in other states only a few at a time. In two states the law specifies that an assisting commission should be appointed to make studies of the books. In one of these states, the board of education invariably adopts the text recommended by the commission. In the other state, the board of education disregards the legal requirement and makes its selection on the basis of political considerations. In some states, each commission member works independently in evaluating the texts under consideration. In other states, the commission members co-operate in carrying out a procedure for evaluating books. In two states, a school official directs the work of the selecting commission. In one state, the official instructs the chairman to hold a certain number of meetings and outlines the work to be done and the nature of the final report required. In the other state, the official merely indicates the type of text needed. Some states employ only the standards mentioned in their school laws, while other states work out additional standards. In some states, voting is used exclusively in reaching decisions, in other states voting is preceded by critical discussions of the books. These differences suggest that a few states are working out desirable procedure in spite of the difficulties encountered. They also suggest that certain aspects of procedure in many states are seriously deficient.

Desirable aspects of present procedures.- Here and there certain practices of recognized value in selecting books have been developed in city and state school systems. Because such practices may suggest possible lines of experimentation to school officials, they will be reviewed briefly.

1. Definite provisions are occasionally made to meet different needs within a state. For example, several alternative texts are chosen or certain districts are permitted to make their own selections. Either of these procedures aids in overcoming difficulties which arise from the state-wide use of uniform texts.

2. A systematic routine for handling samples and related information is in use in a few systems. It involves recording and filing data from the publisher as they are received and assembling samples in a reference library. Thus school officials will have at hand needed information when they evaluate the books. Also the copies submitted will be available for examination.

3. Provision is sometimes made for examining new books regularly during the year. For instance, a permanent committee is formed and meets at definite intervals to discuss new titles, or central staff members examine books systematically as they are received. According to these practices, the work of evaluating books is better distributed than when the examination is delayed

until just before the time of selection.

4. A preliminary elimination of unsuitable books is occasionally made, and the remaining books are analyzed in detail. Obviously, the more quickly inappropriate materials are eliminated, the more time is left for finding a satisfactory book.

5. In some systems a variety of valuable devices are used in guiding teachers and principals in selecting books for their school, for example, issuing bulletins describing new books, asking teachers to study a particular book carefully and to report its merits, holding book exhibits, asking the principal to evaluate his book supply in the light of certain standards, circulating an exhibit of books through the schools, furnishing book lists, discussing and exhibiting books in teachers' meetings, placing brief evaluations of books in the front flyleaves of samples, and sending book reviews to teachers. Such devices are valuable because they stimulate the interest of the teaching staff in desirable new books.

6. In some systems public library assistance is secured by school officials. For example, conferences are held with public librarians to discuss new books for children, or public librarians lend copies of new books as they are received. Such co-operation helps school officials to learn of recreational-reading titles which are published in trade editions.

7. In a few systems objective methods are used, such as tabulating the amount of space given to different topics in a book, comparing a list of the topics discussed with those assigned in the course of study or with those treated in other books, or determining the number of selections in a new book which are not already available in the books on hand. A few systems apply statistical procedures in the analysis of reading difficulty. Through the use of such methods, school officials secure reliable facts concerning the nature and difficulty of the content.

8. The procedure to be used in making evaluations is sometimes carefully organized before the work is begun. Different members of the selecting agency are asked to make certain studies of the books and to submit their findings. Such a procedure avoids undesirable duplication in the work of different members. At the same time it acquaints each member with the findings of others.

The foregoing practices in selecting books represent very hopeful innovations in method. As promising as these innovations are, however, there are still many problems inherent in the development of adequate procedures.

Lines of Future Development

In the light of present tendencies in book selection, there are two important issues for immediate consideration, namely, the setting up of competent selecting agencies and the improvement of standards and methods of evaluation.

The personnel in charge of book selection is often unqualified for the work and usually acts for only a brief period just before selections must be made. Furthermore, an effective organization of the personnel is often lacking. In city systems the responsibility of selecting books is assigned to widely different agencies. In state systems, school laws dictate the membership of selecting commissions. The deficiencies indicated suggest the value of the following principles for administering book selection:

1. Only a personnel qualified for the work should select school books. This principle has validity in view of the nature of the duties involved in an effective examination of books. These duties include study of the educational needs of pupils, the application of scientific findings, and the use of experimental and statistical techniques. In this connection, it is significant that personal incompetency was reported by school officials as a cause of difficulty in book selection.

2. The personnel responsible for selecting books should be appointed for a substantial period of time, and only a few of the members should probably be changed at a time. The validity of this principle is apparent in view of the need for continuous examination of books. When committees are appointed only a short time before recommendations are due, it is difficult to make a thorough examination.

3. An effective organization of the various school officials concerned with book selection should be set up. Such an organization assists in securing the contributions of different staff members. It also helps to insure that the findings of different members will be considered in reaching decisions. As shown earlier, detailed studies of books are secured, as a rule, only by school systems which define the duties of the selecting personnel.

Further serious deficiencies are inherent in the standards and methods of evaluation used. For example, few school systems make careful studies of needs before examining books. Far too often the standards employed are subjective. The methods used are more largely concerned with personal impressions than with objective facts. In overcoming these weaknesses, the following principles may serve as a guide:

1. The needs which books are to satisfy should be determined as a basis for their examination. As has been shown, the findings of an analysis can often be interpreted best in terms of the needs of pupils.

2. Reliable standards and methods of evaluation should be employed which will obtain facts about books. The use of such standards and methods is essential to objective selections. It may also overcome certain current difficulties arising from the use of inadequate methods.

Problems for Study and Investigation

The administration of book selection presents problems which can be solved through practical means by administrative officers; the improvement of standards and methods involves problems of a more technical nature which can be solved best by scientific study.

Administrative problems.-- As indicated in the surveys of city and state school systems, problems in developing adequate procedures in book selection include the following: (1) securing the continuous examination of new books, (2) obtaining expert advice in special fields, (3) providing for attention to curriculum aims, (4) insuring that adequate information is assembled concerning the merits of available books, (5) co-ordinating the work of different school officials who participate in book selection, and (6) providing for the development of scientific techniques of examination. Additional problems in city school systems pertain to the guidance needed by teachers and principals in choosing appropriate books for the school and to the promotion of co-operation with the public library. As such problems are solved, substantial improvements in procedure can be made.

Problems relative to standards and methods.-- The development of techniques of examining books offers many significant and interesting problems for scientific study:

The survey of current practices showed that adequate techniques are lacking for determining whether a book harmonizes with the established course of study. This fact suggests the need of studying the purposes which books should serve in carrying out curriculum units. For example, a book may be used to give pleasure, or training in oral reading, or practice in following directions, or information on a new problem, or an introduction to a new subject. The problem noted is a fundamental one inasmuch as the purposes for which the selected book is to be used partly determine characteristics desirable in the book.

The survey also showed a lack of objective standards for examining books. All of the items which should be evaluated in examining each type of book should be determined. Desirable characteristics of each item should be explicitly defined. In addition, the relative importance of different items of merit should be ascertained. In the case of many items, the derivation of

standards will probably require extensive investigation. For example, no single set of standards for reading difficulty is likely to be adequate. This is due to the fact that reading ability often varies with the nature of the material and the purpose of the pupil reading it.

There is need also for many refined and objective methods of selection. In so far as possible the methods devised should be easy for school officials to apply and should require the use of only a reasonable amount of time. The more objective among available techniques should be evaluated in respect to validity and reliability. New techniques should be developed for specific purposes such as evaluating the interest appeal of content or illustrations. In view of the fact that school officials frequently try out books in the classroom, there is especial need for scientific methods of making classroom tests of books. If rapid improvement in methods is to be made, it is essential to experiment in the use of techniques before applying them. After a method has been applied, those employing it may note its limitations and devise means of overcoming them.

As indicated earlier, school officials reported lack of a sufficient number of titles which meet certain requirements. They indicated, for example, a scarcity of books of reading difficulty and content suited to the needs of the retarded child. One important study in this connection should be concerned with methods of securing objective data concerning the reading needs of various types of pupils. Another investigation should demonstrate effective steps in adapting a manuscript and the accompanying illustrative material to the needs revealed.

The problem of selecting books is second in importance only to that of furnishing competent instruction. It is therefore unfortunate that a chaotic situation exists at present in the selection of school books. In this connection, the need is evident for careful studies of various problems inherent in the development of valid procedures. It is equally important that the results of such studies be applied as rapidly as they become available.

A P P E N D I X

TABLE A
POPULATION OF THE CITIES REPRESENTED
(1930 CENSUS REPORT)

City	Population	City	Population
Alabama		Iowa	
Birmingham	259,678	Davenport	60,751
Arkansas		Des Moines	142,559
Little Rock	81,679	Dubuque	41,679
California		Waterloo	46,191
Berkeley	82,109	Kansas	
Fresno	52,513	Topeka	64,120
Long Beach	142,032	Wichita	111,110
Los Angeles	1,238,048	Louisiana	
Oakland	284,063	New Orleans	458,762
Sacramento	93,750	Maryland	
San Diego	147,995	Baltimore	804,874
San Francisco . . .	634,394	Massachusetts	
San Jose	57,651	Boston	781,188
Colorado		Brockton	63,797
Denver	287,861	Chelsea	45,816
Pueblo	50,096	Everett	48,424
Connecticut		Lynn	102,320
Meriden	38,481	Newton	65,276
New Haven	162,655	Somerville	103,908
Stamford	46,346	Springfield	149,900
Florida		Taunton	37,355
Jacksonville	129,549	Waltham	39,247
Pensacola	31,579	Worcester	195,311
Georgia		Michigan	
Augusta	60,342	Ann Arbor	26,944
Illinois		Battle Creek	43,573
Aurora	46,589	Detroit	1,568,662
Bloomington	30,930	Grand Rapids	168,592
Chicago	3,376,438	Hamtramck	56,268
Cicero	66,602	Jackson	55,187
Moline	32,236	Muskegon	41,390
Rockford	83,864	Saginaw	80,715
Rock Island	37,953	Ypsilanti	10,143
Springfield	71,864	Minnesota	
Winnetka	12,166	Duluth	101,463
Indiana		Mississippi	
East Chicago	54,784	Vicksburg	22,943
Evansville	102,249	Missouri	
Fort Wayne	114,946	Cape Girardeau . . .	16,227
Indianapolis	364,161	Columbia	14,967
Kokomo	32,843	Jefferson City . . .	21,596

TABLE A (Continued)

City	Population	City	Population
Kansas City	399,746	Pittsburgh	669,817
Springfield	57,527	Reading	111,171
St. Joseph	80,935	Rhode Island	
St. Louis	821,960	Newport	27,612
Nebraska		Providence	252,981
Lincoln	75,933	Woonsocket	49,376
Omaha	214,006	South Carolina	
New Hampshire		Charleston	62,265
Conway	 *	Columbia	51,581
Manchester	76,834	Tennessee	
New Jersey		Chattanooga	119,798
Bayonne	88,979	Memphis	253,143
Elizabeth	114,589	Nashville	153,866
Jersey City	316,715	Texas	
Newark	442,337	Austin	53,120
Paterson	138,513	Dallas	260,475
Trenton	123,356	El Paso	102,421
New York		Galveston	52,938
Amsterdam	34,817	Houston	292,352
Buffalo	573,076	Waco	52,848
Mount Vernon . . .	61,499	Wichita Falls . . .	43,690
Poughkeepsie . . .	40,288	Utah	
New York City . . .	6,930,446	Salt Lake City . . .	140,267
Utica	101,740	Virginia	
Watertown	32,205	Newport News	34,417
Yonkers	134,646	Norfolk	129,710
North Carolina		Petersburg	28,564
Charlotte	82,675	Portsmouth	45,704
Winston-Salem . . .	75,274	Richmond	182,929
Ohio		Roanoke	69,206
Cleveland	900,429	Washington	
Dayton	200,982	Spokane	115,514
Lakewood	70,509	Tacoma	106,817
Springfield	68,743	Washington, D. C. . .	486,869
Oklahoma		Wisconsin	
Muskogee	32,026	Green Bay	37,415
Oklahoma City . . .	185,389	Kenosha	50,262
Pennsylvania		La Crosse	39,614
Altoona	82,054	Milwaukee	578,249
Bethlehem	57,892	Racine	67,542
Chester	59,164	Superior	36,113
Erie	115,967		
Harrisburg	80,339		
Philadelphia	1,950,961	Total	33,482,901

*The population is not reported in the census.

TABLE B

PERCENTAGE OF CITIES OF VARIOUS POPULATIONS
REPRESENTED (1930 CENSUS REPORT)*

Population	No. of Cities in U.S.	No. re- porting	Percentage Reporting
1,000,000 or more	5	5	100
500,000 - 999,999	8	8	100
250,000 - 499,999	24	14	58
100,000 - 249,999	56	31	55
50,000 - 99,999	98	40	41
25,000 - 49,999	185	30	16
10,000 - 24,999	606	6	1

*The population of one city is not reported in the census.

TABLE C

POPULATION OF EACH STATE AND TERRITORY
REPRESENTED (1930 CENSUS REPORT)

State or Territory	Population	State or Territory	Population
Alabama	2,646,248	New Mexico	423,317
Arizona	435,573	North Carolina . . .	3,170,276
Arkansas	1,854,482	Oklahoma	2,396,040
California	5,677,251	Oregon	953,786
Delaware	238,380	South Carolina . . .	1,738,765
Florida	1,468,211	Tennessee	2,616,556
Georgia	2,908,506	Texas	5,824,715
Idaho	445,032	Utah	507,847
Indiana	3,238,503	Virginia	2,421,851
Kansas	1,880,999	West Virginia	1,729,205
Kentucky	2,614,589	Hawaii	368,336
Louisiana	2,101,593	Panama Canal Zone .	39,467
Mississippi	2,009,821	Philippine Islands	12,082,366
Montana	537,606	Porto Rico	1,543,913
Nevada	91,058	Virgin Islands . . .	22,012

City _____

DIRECTIONS.- Correct any inaccurate statement; supply missing facts. Answer in as much detail as necessary to make your procedures clear.

TEXTBOOKS FOR THE INTERMEDIATE GRADES¹

EXPLANATORY NOTE.- "Textbooks" as used here refers to basic books in the school subjects.

1. Who selects textbooks for Grades IV to VI, inclusive?
2. How are the selections made?
3. How often are new texts in a subject adopted?
4. List the qualities and characteristics of textbooks which are considered in making selections. (Indicate by subjects, if necessary, and use the other side of this sheet.)
5. Name any other specific items considered in making selections, in addition to those indicated in answer to Question 4.
6. List all of the methods used in the examination and in the evaluation of textbooks.
7. State any way in which the needs and requirements of your course of study are given consideration in the selection of texts.
8. (a) Are textbooks given preference because they fit in directly with the course of study, or (b) are textbooks selected entirely on their merits and the course of study made to fit them, or (c) are both of the foregoing methods followed to some extent?
9. Check all of the kinds of textbooks listed below to which score cards or rating scales have been applied.

Arithmetics	Histories
Language texts	Readers
Geographies	Spellers
(Add any other textbooks scored.) _____	
10. State the means used in scoring the textbooks checked in answer to Question 9.
11. What uses, if any, are made of published reviews of textbooks?
12. If reviews are used, list the publications in which you find the most helpful reviews.
13. Are textbooks tried out in the classroom before a selection is made?

Always	Usually	Occasionally	Not at all
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¹After each question ample space was left for a reply.

14. If textbooks are tried out, describe in detail the methods followed. (Use the other side of this sheet, if necessary.)
15. State the amount of time devoted to the examination of textbooks. (Include mention of the period over which textbooks are examined.)
16. If committees examine and evaluate textbooks, state the number of times they meet before a recommendation is made. _____

The approximate number of hours spent in meetings are _____.

Checked by _____ Date _____

SUPPLEMENTARY BOOKS FOR THE INTERMEDIATE GRADES

EXPLANATORY NOTE.- "Supplementary Books," as used here, refers to sets and single copies of books used to enrich the subjects of study and to supply additional information and interest.

1. Who selects supplementary books for Grades IV to VI, inclusive?
2. How are the selections made?
3. Are supplementary books formally adopted by your Board of Education? _____ If so, how often are new books adopted?
4. List the qualities and characteristics of supplementary books which are considered in making selections. (Indicate by subjects, if necessary, and use the other side of this sheet.)
5. Name any other specific items considered in making selections, in addition to those indicated in answer to Question 4.
6. List all of the methods used in the examination and in the evaluation of supplementary books.
7. State any way in which the needs and requirements of the course of study are given consideration in the selection of supplementary books.
8. (a) Are supplementary books given preference because they fit in directly with the course of study, or (b) are these books selected entirely on their merits, or (c) are both of the foregoing methods followed to some extent?
9. Check all of the kinds of SUPPLEMENTARY BOOKS listed below to which score cards or rating scales have been applied.

Arithmetics	Histories
Language books	Historical readers
Geographies	Nature study books
Geographical readers	Readers

(Add any other supplementary books scored.) _____
10. State the means used in scoring the books checked in answer to Question 9.

11. What uses, if any, are made of published reviews of supplementary books?
12. If reviews are used, list the publications in which you find the most helpful reviews.
13. Are supplementary books tried out in the classroom before a selection is made?
Always Occasionally
Usually Not at all
14. If supplementary books are tried out, describe in detail the methods followed.
15. State the amount of time devoted to the examination of supplementary books. (Include mention of the period over which such books are examined.)
16. If committees examine and evaluate supplementary books, state the number of times they meet before recommendations are made.

The approximate number of hours spent in meetings are _____.

BOOKS OF ALL TYPES

1. Is any formal notice or request sent to publishers when new books are to be selected? _____ If so, state the nature of this notice or attach a copy to this blank.
2. Are book agents permitted to present the merits of their books to teachers, principals, supervisors, and members of book committees?
3. Do you have a central bookroom in which samples of new books are made available to teachers and principals for examination? _____ If so, state how extensively this room is used.
4. Name the times at which books are ordered from publishers.
5. List the difficulties which you meet in book selection.

Checked by _____ Date _____

City _____

DIRECTIONS.- Correct any inaccurate statement; supply missing facts. Answer in as much detail as necessary to make your procedures clear.

RECREATIONAL READING BOOKS FOR THE INTERMEDIATE GRADES

EXPLANATORY NOTE.- "Recreational reading books," as used here, refers to books supplied for VOLUNTARY reading. Browsable books come under this heading.

1. Are the intermediate grades of your elementary schools supplied with books for recreational reading? _____

2. Do you have a school librarian or librarians on your staff?

3. Who selects recreational reading books for Grades IV to VI, inclusive?
4. How are the selections made?
5. In what way, if any, do PUBLIC librarians participate in the selection of recreational reading books?
6. In what way, if any, do PUBLIC librarians co-operate in the provision of recreational reading books?
7. List the qualities and characteristics of books which are considered in evaluating recreational reading books and in making selections for the intermediate grades. (Use the other side of this blank, if necessary.)
8. Name any other specific items considered in making selections, in addition to those indicated in answer to Question 7.
9. List all of the methods used in the examination and in the evaluation of recreational reading books.
10. What consideration, if any, do you give to the subjects covered in the course of study when selecting recreational reading books?
11. Have score cards or rating scales been applied to books for recreational reading? _____ If so, please attach a copy to this blank or refer to the publication in which the ones used may be found.
12. What uses, if any, are made of published reviews in the selection of books for recreational reading?
13. If reviews are used, list the publications in which you find the most helpful reviews.
14. State any way in which recreational reading books are tried out in the classroom before a selection is made.
15. State the amount of time devoted to the examination of recreational reading books. (Include mention of the period over which such books are examined.)
16. If committees examine and evaluate recreational reading books, state the number of times they meet before recommendations are made. _____

The approximate number of hours spent in meetings are _____.

Checked by _____ Date _____

State _____

DIRECTIONS.- Correct any inaccurate statement; fill in replies for unanswered questions; furnish as much additional information as possible.

STATE ADOPTED TEXTBOOKS FOR GRADES IV TO VI, INCLUSIVE¹

EXPLANATORY NOTE.- "Textbooks" as used here refers to basic books in the school subjects.

1. Check the subjects in which textbooks are adopted for Grades IV to VI, inclusive.

Arithmetic	State history	State Geography
Language	U. S. history	U. S. Geography
Reading	history	Geography
Spelling	Physiology	Nature Study
(Add any other subjects.)	_____	_____

2. Indicate any cities to which state adoptions do not apply.
3. Who selects textbooks for state adoption? (Refer also to individuals and groups who work in an advisory capacity to the adopting body.)
4. How are the selections made? (Use the other side of the sheet if necessary.)
5. How often are new texts in a subject adopted?
6. Do you have a ruling that an entire series of texts must be adopted throughout the elementary grades, or can books of different series be selected according to their special merits?
7. List the qualities and the characteristics of textbooks which are considered in making selections. (Indicate by subjects if necessary, using the other side of this blank.)
8. Refer to any other specific items considered, such as, comparative prices, the grades covered in a series of books, etc.
9. List the methods which you use in the examination and in the evaluation of textbooks.
10. To what extent and in what ways are the needs and the requirements of your courses of study given consideration in the selection of textbooks?
11. Check the textbooks listed below to which you have applied score cards or rating scales.

Arithmetics	Histories
Language texts	Readers
Geographies	Spellers
(Add any other textbooks.)	_____

¹After each question ample space was left for a reply.

12. State the means used in scoring the textbooks checked in answer to Question 11.
13. What uses, if any, do you make of published reviews of textbooks?
14. If you use reviews, in what publications do you find those of most help?
15. How often are textbooks given a trial in the classroom before selection is made?

Always	Occasionally
Usually	Not at all
16. Describe in detail how books are tried out in the classroom.
17. Is any notice or request sent to publishers when new books are to be selected? _____ If so, refer to the nature of this notice or attach a copy to this blank.
18. Are publishers' representatives permitted to interview members of your textbook commission individually? _____
As a committee of the whole? _____

Remarks:

19. Indicate below the amount of time devoted to the examination of textbooks.

Period over which textbooks are examined before making selections:	_____
Number of meetings of the commission which makes the selection:	_____
Approximate length of these meetings:	_____
Time spent other than in meetings:	_____
20. At what times of the year are final selections made?
21. List the specific difficulties which you meet in the selection of books.
22. If any of the questions thus far are unanswered, will you please indicate why they do not apply to your situation, in order that the facts reported can be accurately interpreted.

BOOKS OTHER THAN BASIC TEXTS

DIRECTIONS.- Mark with an X any question below which does not apply to your situation. Answer other questions.

1. What books or book lists, in addition to the textbooks reported on above, are approved or adopted by the state for Grades IV to VI, inclusive?
2. Who selects the books referred to under Question 1? (Refer also to individuals and groups who work in an advisory capacity to the adopting body.)
3. How are these selections made? (Answer in detail, using the other side of the sheet if necessary.)

4. Are the public school systems of your state required to confine their purchases to these approved books?

Checked by _____ Date _____

SUMMARIES OF DATA SUBMITTED BY CITY SCHOOL SYSTEMS

In the lists of specific methods reported by the co-operators, a parenthetical statement after each method indicates the number of times it was reported for textbooks, supplementary books, and recreational-reading books. For example, under the general method, "making personal examination," the following specific method is given:

Reading carefully and examining books for specific items such as content and adaptability to the course of study (T, 4; S, 6; R, 1)

This statement means that the method was reported by four school systems for textbooks, by six for supplementary books, and by one for recreational-reading books. As far as possible the lists retain the wording used by the co-operators making the statements.

I. SPECIFIC METHODS OF DETERMINING NEEDS FOR BOOKS

1. Determining how often each title on the approved list has been requisitioned by the various schools (T,1; S,1; R,1).
2. Keeping a record of the requests for books which the central school library is unable to supply (S,2; R,1)
3. Examining carefully any criticism which is heard regarding a book in the schools (T,3)
4. Determining the titles and numbers of books to be replaced (S,1)
5. Reviewing titles which have been in use more than five years in order to ascertain whether the title should be continued in use, whether a revised edition of the same title should be recommended, or whether new titles should be considered (T,1)
6. Conferring with teachers to determine the needs of particular classes (T,1)
7. Canvassing needs with the aid of teacher committees (S,1; R,1)

8. Making a special request for teachers' criticisms of the books in use, and their suggestions and recommendations (T, 2; S,1)
9. Having teachers record on a questionnaire their reactions to the tentative course of study, their evaluations of books, and their suggestions as to new books (T,1; S,1)
10. Having teachers of each grade-subject meet every semester and report on their materials (T,1; S,1)
11. Analyzing the results of questionnaires sent to teachers at regular intervals to determine the need for new books (T,1)
12. Asking teachers to fill in a blank concerning the special characteristics and value of their books in a given subject; using the returns as a basis for remedial suggestions in certain buildings and for suggestions to course of study committees; organizing and returning to the teachers the information assembled (S,1)
13. Holding a special conference with each principal as to the needs of his school (R,1)
14. Asking the principal to indicate how many books in his school meet minimum standards outlined by grades and subjects (S,1)
15. Analyzing school records and reports made by other people in the system (S,1; R,1)
16. Studying conditions in the system revealed by the results of standardized tests (S,1; R,1)
17. Consulting with parents in certain communities (R,1)
18. Studying the children's background (R,1)
19. Studying carefully the entire problem of book selection in a subject and making a recommendation when a change seems desirable (T,2; S,1)
20. Unspecified (T,4; S,3; R,2)

II. SPECIFIC METHODS OF SECURING TITLES FOR EXAMINATION

1. Giving information of impending changes to publishers' representatives who call at the central office (T,6; S,2; R,1)
2. Sending to publishers a notice requesting sample copies of particular types of books (T,21; S,11; R,3)
3. Sending to publishers a bulletin of procedures for examining and recommending books (T,1)
4. Receiving samples from publishing houses (T,8; S,10; R,6)
5. Having access to publishers' samples sent to other staff members (T,13; S,12; R,10)

6. Asking publishers to contribute new books to a library of samples (T,2; S,3; R,1)
7. Examining book announcements and noting titles (T,2; S,1)
8. Examining publishers' announcements sent to other staff members (T,2)
9. Purchasing examination copies (T,1; S,2; R,1)
10. Inviting publishers to lend books for an annual exhibit (T,1; S,1)
11. Visiting regularly the leading book stores (S,2; R,4)
12. Attending book exhibits conducted by associations of publishers (T,1; S,1; R,1)
13. Reserving sample copies until the time of selection (S,1)
14. Examining book lists (S,1)
15. Examining reviews and book notices in professional magazines (T,8; S,14; R,9)
16. Reading regularly published reviews, checking favorable reviews by good authorities, and at a later date examining the books (R,1)
17. Asking public librarians to suggest titles (T,1; S,1)
18. Borrowing new children's books for review as they are received by the public library, especially expensive books (S,1; R,1)
19. Studying the list of the new children's books received by the public library; noting on cards the titles appropriate for school use (R,1)
20. Inspecting new books in the public library (S,1; R,4)
21. Asking school librarians to suggest titles (T,1; S,1; R,1)
22. Making note during the year of titles which a school official thinks it desirable to have (T,1; S,1; R,1)
23. Asking heads of central departments to recommend titles in their fields (S,2; R,2)
24. Urging staff members to note and call attention to new titles (T,4; S,6; R,7)
25. Sending a notice to the teaching corps requesting titles and reasons for each recommendation (T,1; S,1)
26. Asking teachers to list titles they wish to have considered (S,1)
27. Asking the teachers of a building to list titles for the school library (R,3)

28. Searching regularly for new titles to build up units of study which lack materials (T,1; S,3; R,3)
29. Placing in charge of sample copies a clerk who either asks the representative to fill in a brief with information about each book submitted or sends a brief to the publishers furnishing samples; accepting only a single copy of each book and cataloguing it in the superintendent's library; filing briefs by subjects (T,1; S,1)
30. Preparing a record of each sample received, including author's estimate of grade placement, net price of quantity orders, and publishers' statements of characteristic features; entering such facts on sheets arranged alphabetically by publishers (S,1)
31. Unspecified (R,1)

III. SPECIFIC METHODS OF EVALUATING BOOKS

Trying out books in the classroom

A. Single copies

1. Distributing to committee members sample copies for trial and criticism during the period of examination (T,3; S,1)
2. Supplying each teacher of a grade with a desk copy of the book; asking the teachers to try out the book and to report the results (T,1; S,1)
3. Leaving a copy of an interesting, new book on the reading table in certain buildings so that the principal will get to know the book; asking teachers to report on the pupils' responses to the book (S,1; R,1)
4. Asking a teacher to try out a sample and report at the next grade meeting, bringing the book with her to show to other teachers; encouraging those who are interested to requisition copies within the limits of the book budget (S,1; R,1)
5. Giving every teacher of the subject a copy of several different books for use during a semester; asking teachers to make their first, second, and third choices (T,1)
6. Asking competent teachers to try out copies of different books and to make oral reports of the results (T,1; S,4; R,1)
7. Asking competent teachers to try out a book and to report their results on a special blank (T,1; S,2; R,2)
8. Requesting teachers to try out a book with an accelerated pupil, an average pupil, and a retarded pupil (T,1; S,2; R,2)
9. Trying out a single copy with different classes and noting comparative reactions (S,1; R,1)
10. Having a pupil read a book and noting its interest appeal and reading difficulty (S,2)

11. Having a pupil read a book; checking its qualities on a special form which lists such items as vocabulary, reality, and illustration (R,1)
12. Trying out lessons from a text with regular classes (T,2)
13. Comparing a book with other books as the work develops daily (T,2; S,1)
14. Reading or telling to a class a story from a book and noting the effect (R,1)
15. Placing several different books on reading tables and observing in which books pupils are interested (R,2)
16. Placing books on the bookshelf and noting the number of times each is taken by different pupils (R,3)
17. Placing books in the classroom and later discussing each with the pupils to determine its interest value (R,1)
18. Having different pupils read a book and write their opinions (S,1; R,4)
19. Placing books in the classroom and having pupils record on special blanks certain information as to each book they read (R,1)
20. Having pupils vote for the best book they have ever read; tabulating choices and noting whether certain books placed in the classroom are included (R,1)

B. Multiple copies

1. Having teachers or principals make a questionnaire report on the value of certain books being tried out in their classrooms (T,1; S,3)
2. Granting requests to try out books for a year (T,1)
3. Equipping classes with the most promising title; trying out the book before the decision is made (T,6; S,1)
4. Equipping classes with the same title or different titles; asking teachers to try out the books and report the results (T,11; S,5)
5. Equipping classes with the same title or different titles; visiting the schools to observe the trial; asking the teachers and principals to report the results (T,8; S,6)
6. Asking a few experienced teachers to try out sets of several different titles, compare the titles, and report the results (T,3; S,1)
7. Trying out copies of a title with different types of children; comparing their reactions (T,1; S,1)
8. Sending copies of different titles to the teacher with written

directions for evaluating pupil preferences and for comparing the titles (S,1)

9. Trying out a different book with each of the two sections in a room and comparing the results (T,1)
10. Planning specific procedures and trying out copies of a book in the classroom (S,1; R,1)
11. Trying out copies of a title and measuring the results as scientifically as possible (T,1; S,1)
12. Trying out a few copies of a title in a classroom and a few copies of other titles in different classrooms; comparing the results; choosing the two most suitable titles to be tried out in larger number the next year (T,1)
13. Pairing the book committee according to their interests and the needs of the districts which they represent; giving each member enough copies of one publisher's material to try out in her school and to have teachers examine and comment upon; having partners exchange at the end of a given period in order that each publisher's material may be tried out and evaluated by two faculty groups; having the members report to the committee (S,1; R,1)
14. Arranging with the principal, as it becomes necessary to buy more of a text in use, to equip that school completely with a new text and to try out the text during that semester; sending the text previously used to the central warehouse for replacement purposes in other schools; as these replacement copies are exhausted and new books must again be bought, repeating the process except that a still different text is purchased; continuing to repeat the process with other schools throughout the semester, placing new books in buildings where the principal and teachers are interested and able in teaching that subject; before the end of the semester forming a book committee of these teachers and principals and enough other teachers to represent each grade by at least three members (T,1)
15. Trying out copies of a particular book and increasing the number in proportion to its suitability (T,1; S,3)
16. Asking competent teachers to give books a trial and report their merits (T,5; S,4; R,2)
17. Unspecified (T,27; S,36; R,2)

Comparing and discussing personal judgments

1. Comparing with personal judgment written evaluations by teacher committees, the comparison being made by the director of elementary education (S,1; R,1)
2. Comparing teachers' and librarians' evaluations, the records of teachers being duplicated for the school librarians (S,1; R,1)
3. Sending to all the principals concerned a copy of the recommen-

dations of the curriculum committee of teachers, two weeks later discussing the recommendations in a joint meeting (T,1)

4. Conferring personally with other members of the staff (T,19; S,40; R,24)
5. Conferring with the committee chairman concerning certain books (T,1; S,1)
6. Conferring with supervisors, the superintendent, and the chairman of the curriculum committee (T,1; S,1)
7. Comparing impressions in conferences of supervisors and re-examining the books of which opinions differ (S,1; R,1)
8. Conferring as books are being examined (S,1)
9. Exchanging ideas in an informal way (S,1; R,1)
10. Advising as a committee with members of the administrative staff (T,2; S,2; R,1)
11. Conferring with teachers in other communities who are using the book (S,1)
12. Discussing the judgments of school officials in larger towns where selection can be better organized (T,1; S,1; R,1)
13. Discussing the teachers' judgments with the selecting committee after publishers' representatives have demonstrated the use of their books (T,1)
14. Discussing with the board of examiners the views of principals and other staff members (T,1; S,1)
15. Discussing in meetings different methods of selecting books (S,1; R,1)
16. Discussing books in the faculty meetings of particular schools (R,1)
17. Discussing books in grade meetings of teachers, principals, supervisors, and the superintendent (S,1; R,1)
18. Pooling in committee meetings judgments concerning books previously examined (T,10; S,4; R,2)
19. Discussing views in committee sessions (T,16; S,9; R,2)
20. Comparing the reports of three committee members on the same book, the following items being considered: author; publisher; date of publication; title; price; type of material; suitability of material for reference and social science, reading sets for study room or library sets; grade placement; and content (R,1)
21. Comparing personal judgment with the ideas of a committee member who has examined the books for her grade (T,1)

22. Comparing personal judgment with the report of the committee member best qualified to evaluate the book (S,1; R,1)
23. Discussing and examining new books in monthly meetings of elementary and junior-high-school librarians with the director of libraries, considering also reviews from library bulletins (R,1)
24. Discussing book reviews in meetings for school librarians (R,3)
25. Discussing book reviews in meetings for school and public librarians (R,2)
26. Comparing in a meeting the reports given by a supervisor and a school librarian upon the same book (S,1; R,1)
27. Discussing books in principals' meetings (S,1)
28. Discussing books for the major subjects at fortnightly meetings of principals, the discussion being carried on by the teacher committee in the subject whenever the committee sees fit (T,1; S,1)
29. Considering in a meeting of principals, supervisors, and the superintendent the judgments of curriculum committees and the results of experimentation (T,1; S,1)
30. Unspecified (T,3; S,3; R,0)

Making personal examination

1. Glancing through or reading books; grading and annotating acceptable titles (R,1)
2. Reading the table of contents and other selected portions (S,1; R,1)
3. Skimming books and studying their vocabulary (S,2; R,1)
4. Securing a general familiarity with books (T,1; S,1; R,1)
5. Reading closely several chapters (S,1; R,1)
6. Reading carefully and examining books for specific items such as content and adaptability to the course of study (T,4; S,6; R,1)
7. Studying intensively those books which seem desirable or which may be purchased in large quantity (T,1; S,5; R,3)
8. Analyzing books in detail (T,9; S,7; R,1)
9. Reading books thoroughly (T,9; S,6; R,6)
10. Reading and criticising books (T,1; S,1; R,1)
11. Making a preliminary examination to check data supplied by publishers (S,1; R,1)

12. Comparing books with volumes whose worth is generally accepted (R,1)
13. Checking books against the course of study (S,1)
14. Studying books in connection with curriculum making (T,6; S,6; R,1)
15. Examining certain books thoroughly; reporting to the central office on a blank which lists particular standards (S,2; R,2)
16. Examining books at conferences (T,1)
17. Examining certain of the books and making annotations on the card list, the list being divided among the committee members (R,1)
18. Examining books when they are submitted and making notes as to their suitability for use in the city (T,2; S,4; R,3)
19. Making personal examination of books several times a year, taking two or three hours for the work according to the number of books on hand (T,1; S,1; R,1)
20. Examining new books during the period when they are being selected, all teachers sharing in the work (T,1; S,1)
21. Studying the books listed for a particular subject, different subjects being assigned to small committees (T,1; S,1)
22. Studying the books under consideration, the principal meeting with his teachers (T,1)
23. Examining books in committee sessions whenever questions arise concerning teachers' recommendations (T,1; S,1)
24. Reviewing books in order to prepare a report on each (T,1; S,1)
25. Examining carefully incomplete series of books to see whether the selection should be delayed until the series is available (T,1)
26. Unspecified (T,18; S,27; R,17)

Consulting book reviews and other printed materials

1. Reading reviews to secure first impressions of books (T,2; S,2; R,1)
2. Examining reviews to determine the purpose of a book (T,1; S,1; R,1)
3. Using reviews to initiate interest in a book (S,1)
4. Reading reviews to obtain general information (T,3; S,3; R,1)
5. Employing reviews as a basis for discussion in teachers' meetings (T,1)

6. Informing teachers of reviews whenever it seems desirable (S,2; R,2)
7. Securing needed information from reviews when scoring books (T,1; S,1; R,1)
8. Employing reviews to supplement and check personal judgment (T,5; S,7; R,5)
9. Securing assistance from reviews in making final estimates (T,2; S,6; R,5)
10. Using reviews as a basis for selection without examining the books concerned (S,1; R,3)
11. Studying good book lists for aid in selection (S,2; R,8)
12. Selecting titles from those listed in the Winnetka Graded Book List and course of study lists (S,1; R,8)
13. Evaluating interest appeal in the light of the scientific findings of Dunn and Uhl (R,1)
14. Consulting the Winnetka Graded Book List for the grade placement of certain books (S,1; R,1)
15. Unspecified (T,9; S,9; R,10)

Making score-card evaluation

A. Deriving score cards

1. Discussing educational objectives in terms of the deficiencies of present reading materials and the needs of pupils; formulating score cards on the basis of this discussion (S,1; R,1)
2. Formulating principles for the selection of texts in a particular subject; requesting written suggestions from publishers as to score cards; preparing a general score card; adapting it to the evaluation of texts in a particular subject according to the principles formulated for that subject (T,1)
3. Considering the factors which influence selection in a given subject and then developing specific rating scales from a scale for textbooks in general (T,2; S,1)
4. Developing a score card in the light of needs and educational research (T,1)
5. Working out a score card in the light of published educational research; preparing check lists which explain the standards (T,1)
6. Having teachers in each building list points they consider desirable in the textbook; having these points compiled by sub-chairmen; discussing the points in teachers' meetings and comparing with published studies; revising the list; constructing a score card; sending it to each teacher for criticism; revising the card; and devising a plan for its use (T,1)

7. Preparing a score card in the light of responses from teachers, principals, and supervisors throughout the city and from supervisors and superintendents outside the city as to the relative weight which should be given to various items (T,1)
8. Preparing a score card in the light of professional reading (T,1)
9. Preparing a score card after consulting with the director of research regarding objective methods of selecting books (T,1; S,1)
10. Having a large committee work out a score card and a small committee revise it (T,1)
11. Having the director of research summarize the standards suggested by committee members and give numerical values to each desirable standard (T,1)
12. Securing a good score card for the particular purpose (T,4)

B. Applying score cards

1. Having each of the books evaluated for specific items by thirty-four teachers or principals; tabulating the 17,000 individual judgments on a Hollerith machine; having the selecting committee of seven members study the results of the tabulation (T,1)
2. Having twenty to fifty teachers use the books with the pupil and study their merits in the light of a score card which is afterwards graded by the teacher (T,1)
3. Having each committee member score the books on the basis of personal judgment plus the report of two members who have tried out the book in the classroom; having the committee combine their evaluations (S,1; R,1)
4. Having each committee member or each teacher of a grade compare and score several books point by point; pooling judgments through discussion; dropping from the list the books rated lowest; holding further meetings in order to reduce the list to three or four books; having these books independently scored point by point (T,2)
5. Having each member of the committee score the books independently; meeting to discuss the different books in the light of each criterion and to reach a committee score (T,2)
6. Having each committee member read the books carefully page by page and score them point by point on a rating scale; statistically summarizing these evaluations (T,3)
7. Having each committee member score each book independently; averaging the scores (T,3)
8. Assigning the books by grades to committee members who score as many as possible; finding the median score (T,1)

9. Having selected teachers score the books and a small committee compile the results (S,1; R,1)
10. Having books scored independently by three members of the staff; filing the results in a loose-leaf notebook for the superintendent's use (T,1)
11. Unspecified (T,42; S,15; R,4)

Securing judgments of specialists

1. Conferring with an impartial specialist in the subject (T,1)
2. Asking the department in charge of a special subject to examine books in that subject (S,2; R,3)
3. Consulting with an expert junior-high-school librarian (R,1)
4. Inviting the children's public librarian to meet with the selecting committee (R,1)
5. Conferring with expert public librarians (R,10)
6. Writing to the New York City Library and the Wisconsin Free Library for expert advice (R,1)

Making preliminary eliminations

1. Examining samples as they are received and listing the most promising titles for later study (T,1; S,2)
2. Sorting out the books according to the evaluations of a large committee of teachers (T,1; S,1)
3. Assembling all the books and eliminating the least desirable (T,2; S,2)
4. Examining books in committee sessions, determining which books are of the general type needed, and reserving these for scoring; listing the other books, stating the reason why each is unsuitable (T,1)
5. Making a numerical evaluation (1, 2, 3) of each book in the light of certain criteria; tabulating and summarizing the evaluations; eliminating books graded 3 by the entire committee (S,1; R,1)
6. Scoring books and eliminating those not considered excellent by one or more committee members; making eliminations among the remaining books on the basis of their ranks, the total score for each, and the scores on specific items (T,1)

Analyzing materials with respect to topics treated

1. Determining the number of pages on given topics (T,1; S,3)
2. Determining the topics treated and then comparing with those assigned in the course of study; presenting the results on a chart (T,1)

Applying statistical procedures to content

1. Applying the Lowerenz formula to determine difficulty of vocabulary (S,1)
2. Applying the Winnetka formula to determine grade placement (S,2)

Analyzing materials with respect to duplication of selections

Working out and maintaining a duplication file of selections in readers from the primer to the sixth grade, inclusive; entering on each card the title of a selection and the list of books in which it appears; eliminating books showing a large amount of duplicated material (S,1)

Formulating guiding principles

Discussing with teachers certain educational principles with special reference to the subject for which a book is to be selected; agreeing upon the principles which should guide in examining books (T,1)

IV. SPECIFIC METHODS USED IN CONSIDERING THE COURSE OF STUDY

Basing standards of evaluation upon the course of study

1. Agreeing upon the aims of the course of study before making selections (T,2)
2. Making the extent to which textbooks fit in with the course of study the chief standard for scoring books (T,1)
3. Including "adaptability to the course of study" among the score-card standards (T,8; S,5; R,1)
4. Including items referring to course of study objectives on a record blank for evaluating books (T,1; S,2)
5. Considering the contributions of books to the curriculum (T,12; S,11; R,1)
6. Choosing supplementary books to supply curriculum needs not met by the text and to supplement other books in use in the system (S,1)
7. Limiting selections to books which harmonize with the spirit and objectives of the course of study (T,3; R,1)
8. Recommending books which correlate at least 50 per cent with the course of study; rejecting books which do not agree substantially with the course (T,1)
9. Using the course of study as a standard of selection, sometimes making changes in the course of study (T,3; S,2)

Utilizing the course of study in examining books

1. Asking publishers to submit only those books which substantially agree with the course of study; examining books for such agreement (T,1)
2. Determining from the course of study the starting point in book examination (T,2; S,3)
3. Using the course of study as a basis for the preliminary elimination of texts; for example, eliminating geography texts which do not conform in organization to the course of study (T,1)
4. Examining books and rejecting those which do not bear on the course of study (R,1)
5. Using lists in the course of study as a guide to the examination of books (S,1; R,1)
6. Using the course of study as a guide in examining books (T,3; S,3; R,1)
7. Examining books in the light of the particular course of study units for which material is needed (R,2)
8. Examining new books with a view to building up weak units in the course of study (S,1)
9. Examining supplementary books for materials needed to carry out the course of study but not supplied in basic texts (S,2)
10. Examining new books with a view to keeping materials well balanced in the light of the course of study (S,1; R,1)
11. Evaluating books for correlation with the course of study, each teacher making recommendations to the library teacher (R,1)
12. Examining books constantly in the light of curriculum needs and problems presented by individual teachers (S,1)
13. Consulting the course of study as books are being examined (T,4; S,4; R,1)
14. Examining books and discussing their bearing upon the course of study which is developing but is not as yet in written form (T,1; S,1)
15. Examining new texts as the course of study is being revised (T,1)
16. Examining texts in the light of the report of the curriculum revision committee as to needs (T,1)
17. Examining books to see whether they are in harmony with course of study objectives, whether they cover required items and whether their sequence of material corresponds with that of the course of study (T,1)

18. Examining and checking content to see which book best supplements the course of study (T,1; S,3)
19. Comparing texts with the course of study; sometimes adapting it to certain valuable features of a textbook (T,2)
20. Checking the arithmetic course of study with the Third and Fourth Yearbooks to determine correspondence of material; securing courses of study recommended by the Bureau of Research of Columbia University; evaluating these and the local course of study according to criteria in "Rating Elementary School Courses" by Stratemeyer and Bruner; studying the textbooks in the light of the results (T,1)
21. Comparing books point by point with the course of study and summarizing the results on a chart (T,1)
22. Having teachers examine new books and use them in carrying out the course of study, in order to determine which is most suitable (T,1)
23. Examining books in the light of the course of study in order to assign them to the appropriate grade (R,1)

Choosing books which supplement and enrich the course of study

1. Considering good popular treatment of any subject matter which supplements classroom study (R,2)
2. Providing for interests stimulated in regular school subjects (R,1)
3. Selecting books on subjects which have interested the child (R,1)
4. Including books of fiction and travel that can be used in the social studies (R,2)
5. Trying to provide for varied subjects and interests (S,1; R,4)
6. Supplementing the course of study according to the needs of the particular school (S,1)
7. Choosing many but not all books to enrich the subjects assigned in the course of study (R,5)
8. Choosing more than half of the books for their information on school subjects (R,1)
9. Providing material for each school subject in addition to other independent-reading material (R,1)
10. Supplementing the text with books which have something to add in either method or material (S,4)
11. Selecting books that may supply additional information in preparing a unit assignment (S,1)
12. Selecting books which assist in solving problems (S,1)

13. Selecting material which correlates with the work of the grade (R,2)
14. Ordering larger quantities of a good book if it supplements the course of study (S,1)
15. Unspecified (R,7)

Assigning specific duties to personnel engaged
in course of study activities

1. Asking the curriculum department to send in a special order of books (S,1)
2. Asking teachers, principals, and supervisors who are familiar with the course of study to serve on the selecting committees (T,1)
3. Asking persons familiar with the course of study to select the books and to modify the course of study, if necessary, to agree with the purposes of the textbook (T,1)
4. Requiring the committee who has prepared the course of study to examine texts in the light of local aims (T,3; S,3)
5. Asking the teachers who compose the course of study committees to score books (S,1)
6. Requiring the chairmen of the various committees to examine all material on their subjects as they revise the course of study (S,1)
7. Requiring the personnel to select books as they prepare the course of study (T,5; S,4)
8. Requiring the intermediate-grade supervisor to be responsible for selections (S,1)
9. Placing the responsibility with the supervisors who are concerned with the course of study, but keeping incidental the relationship of the books to the course of study (R,1)
10. Giving the supervisor in charge of a subject the duty of making the final decision on textbooks for that subject (T,1)
11. Requiring the department of curriculum to pass upon the selections made by committees (S,1)

Directing attention to curriculum needs

1. Asking teachers and principals to study their needs in different subjects when selecting books (S,1)
2. Calling attention to the needs of the children according to the course of study (T,1; S,1)
3. Requiring committees to prepare reports stating the type of text which will fulfill the purposes of the course of study,

and to score the textbooks which fulfill these purposes (T,1)

V. SPECIFIC METHODS OF DETERMINING FINAL RECOMMENDATIONS

Agreeing through discussion

1. Agreeing in round-table discussion (T,2; S,1)
2. Having subcommittees present recommendations which are "thrashed out" by the entire committee (T,2; S,3)
3. Judging in committee session which books have received a sufficiently high rating by individual teachers to be placed upon the approved list (S,1)
4. Discussing the score-card results (S,1; R,1)
5. Discussing the score-card results and the personal judgment of the reviewers (T,1)
6. Challenging the choice of the committee to see whether it is a sound one, the superintendent requiring the committee to support its recommendations (T,1)
7. Calling the chairman of the textbook committee before a reviewing committee to discuss the recommendations (T,1; S,1; R,1)
8. Unspecified (R,1)

Voting

1. Determining the books receiving the highest number of the teachers' votes (T,2; S,1)
2. Taking a referendum vote of the principals (T,1)
3. Taking a vote of the board of superintendents (R,1)
4. Having the committee vote on books (T,3; S,1)
5. Determining the unanimity of opinion of the staff members who send in recommendations (T,2)
6. Tabulating the teachers' preferences and working out the book list in accordance with their criticisms and suggestions (T,1; S,1)
7. Presenting the score-card results of the grade supervisor to the teachers for critical discussion and taking a final ballot (T,1)
8. Voting after the results of the score-card ratings are known (T,1)

Following the results of score-card ratings

Summarizing statistically individual score-card evaluations and recommending the book receiving the highest score (T,5)

Deciding individually

Adjusting as wisely as possible the recommendations for all grades, the supervising librarian making her recommendations to the superintendent (S,1; R,1)

VI. SPECIFIC CAUSES OF DIFFICULTY IN BOOK SELECTION¹

Lack of adequate methods for:

1. Making scientific evaluation
2. Making preliminary eliminations
3. Sorting quickly the large number of books submitted
4. Sorting out books that are too hard
5. Estimating vocabulary difficulty
6. Analyzing the amount of material duplicated in various books
7. Making objective score-card ratings
8. Determining the usefulness of a book in the classroom
9. Trying out books scientifically
10. Securing desirable uniformity in selection without discouraging the teacher's initiative
11. Eliminating the least desirable among so many books and selecting the few outstanding ones
12. Deciding among the few outstanding texts
13. Choosing among well-made books
14. Distinguishing between good and poor material

Incompetency of staff members who select or use the books

1. Inadequate educational background
2. Varied background of different committee members which necessitates extensive guidance in book selection
3. Failure to set up standards of evaluation
4. Tendency to rely upon a textbook for the core of the material to be taught
5. Tendency to oppose innovations
6. Failure to realize the need of varied material, and tendency

¹Each statement was reported once or twice.

to purchase many sets of readers rather than children's classics

7. Failure to recognize that ability grouping calls for a variety of books rather than many copies of the same title
8. Failure to understand teaching problems
9. Lack of familiarity with children's literature
10. Lack of sufficient perspective in regard to real needs and to materials on the market
11. Tendency to make recommendations without a wide knowledge of material in the field
12. Lack of breadth of judgment
13. Susceptibility to the influence of a strong personality on the committee
14. Susceptibility to the high pressure salesmanship of a publisher's representative
15. Tendency to make snap judgments on some points even if a score card is used and the book is read from cover to cover
16. Inability to adjust points of view
17. Unwillingness to compromise and make a decision

Lack of certain types of books

1. Substitutes for certain titles which are out of print
2. Copies to replenish the supply of a book which publishers have radically revised
3. Books with the necessary material for carrying out the course of study
4. Suitable books in geography and history
5. Textbooks which combine geography and history
6. Simple, interesting books on certain subjects
7. Books with a properly graded vocabulary
8. Books simple enough and technically well written and edited
9. Books that are adapted to different levels of ability
10. Material interesting to the retarded child
11. Books which meet the needs of children of low reading ability who are handicapped when the context is not adapted to their ability (Too much of the material has to be simplified for slow groups.)

12. Material simple enough yet containing sufficient challenge for older pupils who have language difficulties
13. Recreational books with large, clear type and sufficiently easy for beginning pupils to read
14. Texts that properly correlate subject matter through the grades and develop essential concepts
15. Texts which do not interfere with the teaching of other subjects
16. Books graded to meet the organization of the local schools (The city has a seven-grade elementary school system, but textbooks are generally prepared for an eight-grade system.)
17. Books which rank high in certain qualities

Lack of funds for

1. Making a wide selection of books
2. Meeting the needs of individual schools
3. Supplying books to school libraries (There are good libraries in the junior-high school but not in the elementary school.)
4. Furnishing free books to pupils
5. Buying needed books
6. Purchasing various types of drill materials

Unfair practices of publishers' representatives

1. Unscrupulous tactics
2. High-powered salesmanship to promote the purchase of a poor book
3. Interference causing biased judgments
4. Persistence
5. Tendency to take an undue amount of staff member's time

Lack of valid standards of evaluation

1. Indefiniteness
2. Lack of agreement with the course of study
3. Subjectivity of score-card standards
4. Failure of score-card standards to measure certain intangible but essential qualities
5. Inadequacy of criteria

Limited time for

1. Committees to meet and examine books
2. Teachers to score books
3. Trying out books in the classroom
4. Making statistical studies of arithmetics and spellers
5. Doing the work as it ought to be done
6. Work of selection

Ill effects of certain state requirements

1. Inability to decide whether to order a particular book when it is not known what text will be adopted for the subject and furnished by the state
2. Unsuitability of recently purchased supplementary books due to unexpected changes in the state course of study
3. Necessity for purchasing other books because state texts fail to meet the needs of both large and small school systems

Dissatisfaction with previous selections

1. Disappointment in books selected solely from book reviews
2. Lack of assurance that the best books have been selected out of many good possibilities
3. Lack of co-ordination of selections from grade to grade and from the elementary grades to the junior-high school
4. Conflicts of the books selected with the aims of established course of study

TABLE D

PERCENTAGE OF MENTION OF SPECIFIC ITEMS CONSIDERED IN SELECTING
TEXTBOOKS (T), SUPPLEMENTARY BOOKS (S), AND RECREATIONAL-
READING BOOKS (R) WHEN SCORE CARDS ARE NOT USED
(CITY SCHOOL SYSTEMS)

Item	T	S	R	All Books
I. Content	29.2	36.7	53.3	37.6
A. Ease of comprehension	15.5	17.7	15.7	16.3
Grade difficulty	3.3	6.8	7.6	5.7
Extent to which subject matter comes within pupils' under- standing	3.7	3.8	2.9	3.5
Vocabulary	3.0	3.1	2.9	3.0
Word difficulty	1.5	1.4	1.7	1.5
Clarification of words	. .	0.3	. .	0.2
Unspecified	1.5	1.4	1.2	1.3
Suitability of style	3.3	2.4	2.3	2.7
Clarity	0.4	0.4	. .	0.3
Simplicity	0.7	. .	. .	0.3
Informality	. .	0.3	. .	0.1
Unspecified	2.2	1.7	2.3	2.0
Clarification of context by il- lustrative material	0.7	0.3	. .	0.4
Concrete detail necessary for clear concepts	. .	1.0	. .	0.4
Difficulty of thought units	0.4	. .	. .	0.1
Gradation in difficulty	0.4	. .	. .	0.1
Unspecified	0.7	0.3	. .	0.4
B. Value	8.5	11.5	33.0	15.4
Interest value	0.7	4.4	15.7	5.7
Appeal to children's interests	0.4	3.8	12.2	4.5
Cultivation of pupil interests	. .	0.3	1.1	0.4
Appeal to varying interests and tastes	. .	0.3	0.6	0.3
Appeal of illustrative material	0.3	. .	0.6	0.3
Emotional appeal	. .	. .	0.6	0.1
Plot	. .	. .	0.6	0.1
Literary value	0.4	1.1	5.8	1.9
Authenticity	2.2	1.1	0.6	1.3
Good English usage	1.8	0.3	0.5	1.0
Development of character	. .	0.7	2.3	0.8
Value for recreation and enjoy- ment	. .	1.3	1.1	0.8
Lack of duplication of materials in use	1.5	0.7	. .	0.8
Freedom from bias	1.5	0.3	. .	0.7
Humor	. .	. .	2.3	0.5
Information	0.4	0.3	. .	0.3
Reality	. .	. .	1.2	0.3
Stimulation of pupil's mind	. .	0.3	. .	0.2
Originality	. .	. .	0.6	0.1
Extension and enrichment of ex- perience	. .	0.3	. .	0.1

TABLE D (Continued)

Item		T	S	R	All Books
	Permanency of value	..	..	0.6	0.1
	Clear evidence of value	..	..	0.6	0.1
	Acceptance as a standard book for boys and girls	..	..	0.6	0.1
	Unspecified	..	0.7	1.1	0.6
C.	Scope	1.8	4.1	1.7	2.7
	Material for reinforcing basic texts	..	2.4	..	0.9
	Variety of content	0.7	0.7	0.6	0.7
	Topics treated	..	0.7	..	0.3
	Variety in literary form: prose, poetry, dramatic form, etc. . .	..	..	0.6	0.1
	Well-balanced selection of stories	..	..	0.5	0.1
	Unspecified	1.1	0.3	..	0.6
D.	Modern character of situations	0.7	0.7	0.6	0.7
E.	Avoidance of local prejudices	0.4	0.7	..	0.4
F.	Acceptability	..	..	0.6	0.1
G.	Length of stories	..	..	0.6	0.1
H.	Amount of subject matter upon given topics	..	0.3	..	0.1
I.	Abundance of material	0.4	..	..	0.1
J.	Unspecified	1.9	1.7	1.1	1.7
II.	Physical makeup	28.5	27.2	26.6	27.4
A.	Type	6.3	7.2	6.9	6.8
	Size	0.7	0.7	1.7	1.0
	Clearness	1.5	0.7	0.6	1.0
	Style	0.4	..	..	0.1
	Color	..	..	0.6	0.1
	Unspecified	3.7	5.8	4.0	4.6
B.	Binding	8.1	6.1	3.5	6.2
	Durability	2.9	2.1	0.6	2.0
	Attractiveness	0.4	0.3	0.6	0.4
	Color	0.4	..	..	0.1
	Unspecified	4.4	3.7	2.3	3.7
C.	Illustrative material	4.8	5.4	7.5	5.7
D.	Paper	2.6	3.1	2.3	2.7
	Amount of gloss	1.1	0.7	..	0.7
	Quality	0.4	0.3	1.2	0.5
	Unspecified	1.1	2.1	1.1	1.5
E.	General appearance	1.1	1.4	1.2	1.2
F.	Size	0.4	0.7	..	0.4
G.	Shape	0.4	0.3	..	0.3
H.	Spacing of words and letters	0.4	..	..	0.1
I.	Length of line	..	0.3	..	0.1
J.	Scientific basis for physical makeup	..	..	0.6	0.1
K.	Unspecified	4.4	2.7	4.6	3.8
III.	Adaptation to specific needs	10.0	9.4	3.4	8.2
A.	Curriculum needs	8.1	7.8	2.3	6.6
	Adaptability to work outlined in course of study	7.0	5.8	0.6	5.0

TABLE D (Continued)

Item		T	S	R	All Books
	Contribution to objectives of course of study	0.7	1.0	0.6	0.8
	Enrichment of curriculum	0.4	0.3	0.6	0.4
	Adaptation to specific activities	. .	0.3	0.5	0.3
	Unspecified	. .	0.4	. .	0.1
	B. Unspecified	1.9	1.6	1.1	1.6
IV.	Aids to instruction	8.1	6.8	. .	5.7
	A. Specific study helps	1.8	1.0	. .	1.1
	Adaptability to community and experiences of pupils	0.3	0.4	. .	0.3
	Amount and quality of study exercises	. .	0.3	. .	0.1
	Unspecified	1.5	0.3	. .	0.7
	B. Index	0.7	1.0	. .	0.7
	C. Table of contents	0.7	0.7	. .	0.5
	D. Provision for efficient use by teacher	1.1	0.4	. .	0.5
	E. Test material	0.7	0.4	. .	0.4
	F. Quality of maps	0.4	0.7	. .	0.4
	G. Originality of pupil activities	0.4	0.3	. .	0.3
	H. References	0.4	0.3	. .	0.3
	I. Notes	0.4	0.3	. .	0.3
	J. Drill material	0.4	0.3	. .	0.3
	K. Pupil material accompanying book	0.4	. .	. .	0.1
	L. Unspecified	0.7	1.4	. .	0.8
V.	Method	6.6	3.0	0.6	3.8
	A. Presentation	2.5	. .	. .	1.0
	B. Psychological approach	1.8	0.4	. .	0.8
	C. Educational soundness	0.4	0.7	0.6	0.5
	D. Recognition of group and individual differences	0.4	0.4	. .	0.3
	E. Adaptation to mastery-unit technique	0.4	0.3	. .	0.3
	F. Motivation	0.4	0.3	. .	0.3
	G. Stimulus to further reading	. .	0.3	. .	0.1
	H. Sincerity of approach	. .	0.3	. .	0.1
	I. Unspecified	0.7	0.3	. .	0.4
VI.	Price	3.7	3.4	4.0	3.6
	A. Comparative price	3.3	3.4	4.0	3.5
	B. Number of pages in relation to cost	0.4	. .	. .	0.1
VII.	Type of book	1.1	2.7	4.6	2.5
VIII.	Author or authors	3.3	2.3	1.1	2.4
	A. Reputation	0.7	1.0	1.1	1.0
	B. Experience in specific field	0.4	. .	. .	0.1
	C. Participation in research	0.4	. .	. .	0.1
	D. Unspecified	1.8	1.3	. .	1.2
IX.	Organization	3.3	1.6	1.1	2.1
	A. Clearness and strength	0.4	0.3	. .	0.3
	B. Sequence of material	0.4	. .	. .	0.1
	C. Unity	. .	. .	0.6	0.1
	D. Unspecified	2.5	1.3	0.5	1.6

TABLE D (Continued)

Item	T	S	R	All Books
X. Scientific basis for method and content	1.8	1.0	0.6	1.2
XI. Teaching use	1.5	1.6	. .	1.2
XII. Purpose of book	0.7	0.6	1.1	0.8
A. Author's purpose	0.4	0.3	0.6	0.4
B. Extent to which author's purpose is carried out	0.3	0.3	0.5	0.4
XIII. Comparative merit	0.3	1.0	0.6	0.7
XIV. Recency of copyright date	0.7	0.6	0.6	0.7
XV. Point of view	0.3	0.3	0.6	0.4
XVI. Adaptation to local conditions	0.3	0.3	. .	0.3
XVII. Usefulness in all sections of the city	0.3	0.3	. .	0.3
XVIII. Special features	0.3	0.3	. .	0.3
XIX. Edition	. .	0.3	0.6	0.3
XX. Adaptations of classics	. .	0.3	0.6	0.3
XXI. Availability	. .	. .	0.6	0.1
XXII. Publisher	. .	0.3	. .	0.1
Totals	100	100	100	100
Total frequency of mention	272	297	173	742

TABLE E

PERCENTAGE OF MENTION OF SPECIFIC ITEMS CONSIDERED IN SELECTING TEXTBOOKS WHEN SCORE CARDS ARE USED (CITY SCHOOL SYSTEMS)

Item	Percentage of Score Cards Mentioning Item	Percentage of Total Mention
I. Content	100.0	33.1
A. Ease of comprehension	100.0	14.5
Vocabulary	62.5	3.9
Word difficulty	45.8	2.0
Choice of appropriate words	20.8	.8
Graded increase in word difficulty	8.3	.6
Unspecified	8.3	.5
Suitability of style	62.5	4.4
Clarity	25.0	1.0
Simplicity	16.7	.6
Sentence structure	12.5	.5
Length of paragraphs	12.5	.5

TABLE E (Continued)

Item	Percentage of Score Cards Men- tioning Item	Percentage of Total Mention
Vividness	8.3	.3
Directness	4.2	.2
Conciseness	4.2	.2
Length of sentences	4.2	.1
Unspecified	25.0	1.0
Extent to which subject matter comes within pupils' under- standing	29.2	1.3
Gradation in difficulty	20.8	1.0
Concrete detail necessary for clear concepts	20.8	.8
Clarification of context by il- lustrative material	16.7	1.8
Right emphasis upon facts	8.3	.3
Careful introduction of new con- cepts	4.2	.2
Simplicity of plot in stories	4.2	.2
Unspecified	8.3	.6
B. Value	100.0	13.1
Interest value	70.8	5.3
Adaptation to the learner's in- terests	41.7	2.0
Attractiveness of language and style	29.2	1.6
Appeal of illustrative material	20.8	1.0
Appeal to varying interests and tastes	12.5	.5
Interest appeal of geographical conditions related to human activities	4.2	.1
Reference to interesting mate- rial	4.2	.1
Values inherent in material	70.8	4.5
Literary value	29.2	1.3
Accuracy	25.0	1.1
Impartiality	16.7	1.0
Up-to-dateness	12.5	.5
Reality	4.2	.2
Significance	4.2	.2
Wholesomeness	4.2	.1
Informational value	4.2	.1
Value in developing appreciations Our traditions and ideals as a nation	8.3	.3
Other peoples	4.2	.3
Privileges and opportunities of citizenship in a democracy	4.2	.3
Human interdependence	4.2	.2
Value for application	16.7	.8

TABLE E (Continued)

Item	Percentage of Score Cards Men- tioning Item	Percentage of Total Mention
Stimulation of thought and judgment	12.5	.5
Lack of duplication of material in use	8.3	.3
Extension and enrichment of experience	4.2	.2
Cultivation of imagination	4.2	.2
Cultivation of ability in oral expression	4.2	.2
C. Scope	70.8	4.4
Wide variety of content	37.5	1.6
Material for fulfilling purposes of course of study	20.8	.8
Material for different types of reading	8.3	.5
Types of content included	8.3	.3
Unity of material included	8.3	.3
Few main topics rather than many	4.2	.2
Sufficient materials relating to recent history	4.2	.2
Proper proportional treatment of world territory	4.2	.2
Proper proportional treatment of peace and of war	4.2	.2
Ample material relating to social and economic development	4.2	.1
D. Abundance of material	16.7	.6
E. Unspecified	8.3	.5
II. Physical makeup	100.0	23.9
A. Type	91.7	5.7
Size	54.2	2.1
Clearness	37.5	1.5
Style	12.5	.5
Color	4.2	.2
Uniformity	4.2	.2
Suitability to developing good eye movement habits	4.2	.1
Attractiveness	4.2	.1
Unspecified	25.0	1.0
B. Binding	83.3	5.0
Durability	41.7	1.6
Attractiveness	16.7	.6
Flexibility	12.5	.5
Color	8.3	.3
Material	4.2	.2
Kind	4.2	.2
Unspecified	41.7	1.6
C. Paper	70.8	3.9
Quality	41.7	1.6

TABLE E (Continued)

Item	Percentage of Score Cards Men- tioning Item	Percentage of Total Mention
Amount of gloss	25.0	1.0
Color	4.2	.2
Unspecified	29.2	1.1
D. Arrangement of page	41.7	1.6
Balance	16.7	.6
Distinction of topics and sub- topics	8.3	.3
Placement of illustrations	4.2	.2
Attractiveness	4.2	.2
Unspecified	8.3	.3
E. Lines	33.3	1.6
Length	20.8	.8
Regularity in length	16.7	.6
Distance between lines	4.2	.2
F. Illustrative material	33.3	1.3
G. Spacing of words and letters . .	25.0	1.0
H. Size of book	25.0	1.0
I. Width of margins	20.8	.8
J. General appearance	20.8	.8
K. Shape	12.5	.5
L. Size and clearness of marginal notes and index	4.2	.2
M. Weight	4.2	.2
N. Unspecified	8.3	.3
III. Aids to instruction	83.3	24.3
A. Study exercises	70.8	6.8
B. Index	58.3	2.3
C. Graphic material	58.3	3.9
D. Table of contents	45.8	1.9
E. Provision for efficient use by teacher	37.5	1.9
F. References and bibliography . . .	33.3	1.3
G. Preface	25.0	1.0
H. Tests and norms	20.8	1.1
I. Material accompanying book . . .	20.8	1.0
J. Glossary	20.8	.8
K. Appendix	20.8	.8
L. Pronunciation aids	16.7	.6
M. Introduction to pupil	8.3	.3
N. Remedial material	4.2	.2
O. Title-page	4.2	.2
P. Drill material	4.2	.2
IV. Method	62.5	6.8
A. Development of reading habits and skills	25.0	1.4
B. Correlation with other subject matter and activities	20.8	1.0
Stimulus to further reading . . .	12.5	.6
Opportunity for correlation . . .	4.2	.2

TABLE E (Continued)

Item	Percentage of Score Cards Men- tioning Item	Percentage of Total Mention
Stimulus to other activities . . .	4.2	.2
C. Recognition of group and individual differences	16.7	.6
D. Variety in types of activities .	16.7	.6
E. Provision for enrichment of vocabulary	12.5	.5
F. Flexibility of method	12.5	.5
G. Recognition of principles of psychology	8.3	.3
H. Opportunity to develop general principles	8.3	.3
I. Opportunity for pupils to discover cause and effect	8.3	.3
J. Attention to pupil interest . . .	4.2	.2
K. Opportunity for applying general principles	4.2	.2
L. Topical emphasis	4.2	.2
M. Provision for supervised study .	4.2	.2
N. Unspecified	12.5	.5
V. Objectives	45.8	2.9
A. Harmony with accepted educational aims	16.7	.8
B. Desirable attitudes and economical habits and skills	8.3	.5
C. Strong motives for and permanent interests in reading	8.3	.3
D. Objectives of the course of study	4.2	.5
E. Rich and varied experience through reading	4.2	.2
F. Correct standards and ideals in the use of English	4.2	.2
G. Vision of man in relation to his environment	4.2	.1
H. Ideals of high-grade human living	4.2	.1
I. Unspecified	4.2	.2
VI. Organization	29.2	2.8
A. Organization around significant problems	12.5	.5
B. Psychological rather than logical organization	8.3	.3
C. Possibility of omissions without destroying sequence	8.3	.3
D. Organization within selection . .	8.3	.3
E. Placement of pedagogical material	4.2	.2
F. Distribution, amount and balance of drill	4.2	.2
G. Unspecified	16.7	1.0
VII. Author or authors	25.0	2.4
A. Experience	20.8	.8
Classroom experience	12.5	.5

TABLE E (Continued)

Item	Percentage of Score Cards Men- tioning Item	Percentage of Total Mention
General experience	4.2	.2
Unspecified	4.2	.1
B. Reputation	16.7	.6
C. Training	8.3	.3
D. Previous publications	4.2	.2
E. Scholarship	4.2	.2
F. Familiarity with scientific in- vestigations	4.2	.2
G. Participation in scientific in- vestigation	4.2	.1
VIII. Adaptation to specific needs	20.8	1.0
IX. Series to which book belongs	12.5	.6
A. Plan	8.3	.5
B. Gradation in difficulty	4.2	.1
X. Scientific basis for method and con- tent	12.5	.6
XI. Type of book	12.5	.5
XII. Recency of copyright date	8.3	.3
XIII. General merit	4.2	.2
XIV. Special features	4.2	.2
XV. Publisher	4.2	.2
XVI. Price	4.2	.2
Total		100.0
Total frequency of mention		616

SUMMARIES OF DATA SUBMITTED BY STATE SCHOOL SYSTEMS

The specific methods reported by the co-operators are presented in the same form as that used for the methods reported by city school systems (see page 136).

I. SPECIFIC METHODS OF DETERMINING THE NEED FOR NEW TEXTS

1. Checking current opinions to determine whether dissatisfaction with a book exists (T,1)
2. Asking the principals in the state to name the books which should be changed (T,1)
3. Investigating the cost of textbooks during the year before the expiration of a contract in order to determine whether to renew the contract or to adopt another textbook (T,1)
4. Deciding which subject, if any, needs to be considered next year (T,1)

II. SPECIFIC METHODS OF EVALUATION

Trying out books in the classroom

1. Asking publishers for free sets of books to try out and giving them permission to make trials (T,2)
2. Arranging with publishing companies to have experts give a classroom demonstration of their books (T,1)
3. Using sample books in the classroom (T,2)
4. Asking certain schools to try out books in the classroom as a basis for recommendations (T,1)
5. Inviting qualified persons to try out various textbooks with children (T,2)
6. Turning sample copies for trial over to teachers who report to the assistant superintendent (T,2)
7. Placing a set of readers in a particular grade to see how the teacher and pupils react to the books (T,1)
8. Experimenting in a few schools with a trial order of books; if the books are found satisfactory, adopting them for general use (T,1)
9. Asking teachers to try out books and indicate first choice, second choice, etc. (T,1)
10. Having sets of books used in several classrooms, the teacher or the supervisor giving an oral report of the results (T,1)

11. Asking teachers to try out books furnished by publishers and report the results informally; sometimes providing a score card on which the teacher rates the books first, second, and third (T,1)
12. Asking a trained teacher to try out superior textbooks for a period of one year, the supervising principal directing the trial (T,1)
13. Having the books tried out in typical schools throughout the state, either in single or multiple copies (T,1)
14. Using sets of new textbooks as supplementary books; reporting on their suitability (T,1)
15. Checking the success of particular texts already in use as supplementary texts (T,1)
16. Trying out certain books according to a carefully worked out plan of tests (T,1)
17. Purchasing ten copies of nine different titles; trying out the books in all the school buildings in a city system, three different sets remaining a month in each building; on a special form securing the teachers' opinions of interest value and grade difficulty (T,1)
18. Providing four or more teachers in different localities with ten copies of each book under consideration and with the following written directions for the trial: cover the books so that attractive backs will not influence the children; devote three forty-minute periods per day for one week to recreational reading, that is, give the children an opportunity to read any and as many of the books as they care to and find time for; have them record the time when they take a book and when they return it; at the end of the week get an expression of opinion from the children concerning their likes and dislikes among the books; evaluate the books on the one-page check lists furnished (T,1)
19. Unspecified (T,1)

Making personal examination

1. Reading a small portion of the book (T,1)
2. Comparing books side by side (T,1)
3. Reading books thoroughly (T,2)
4. Examining books after their merits have been presented by publishers (T,1)
5. Examining books in the light of advice given by teachers of the subject (T,1)
6. Reading and studying books before the commission meets (T,1)
7. Making personal examination of books in executive session (T,1)

8. Having each book submitted carefully read by at least one member of the commission (T,1)
9. Dividing the books among active subcommittees for thorough reading (T,1)
10. Examining the books in any way the individual commission member desires (T,5)
11. Unspecified (T,4)

Securing personal opinions and judgments

1. Securing popular opinions through informal contacts with teachers in the state (T,1)
2. Securing opinions and assistance from teachers of the subject (T,6)
3. Asking the opinions of many superintendents or teachers' committees (T,1)
4. Asking teachers to work in groups and submit opinions on certain books (T,3)
5. Securing through interviews the evaluations made by other commission members and also suggestions for testing out textbooks and courses of study (T,1)
6. Securing for discussion the opinions of subcommittees of the board of education (T,1)
7. Requesting general supervisors to study the books and give their opinions; using such opinions as a support to personal examination (T,1)

Making score-card evaluation

1. Basing a score card upon general and specific objectives agreed upon by the committee in the light of references on textbook selection (T,1)
2. Setting up standards in the light of such references as Stratemeyer and Bruner, Spaulding, and the Cleveland Standard (T,1)
3. Having advisory committees of teachers apply a score card to the books and report their judgments; discussing the results to check judgments (T,1)
4. Asking publishers to apply a score card to their books under consideration and to submit the results; asking the commission members to verify the evaluations (T,1)
5. Requesting publishers to analyze each of their books under consideration and to report the results on the five-page form furnished (T,1)
6. Asking each member to rate the textbooks under consideration; in a meeting determining the first choice, the second choice, etc., by tabulating the sum of the ranks (T,1)

7. Unspecified (T,2)

Consulting book reviews and other printed materials

1. Comparing one's own evaluation with a published review (T,1)
 2. Consulting book reviews as a substitute for thorough examination of the textbooks since time is limited (T,1)
 3. Consulting and discussing publishers' briefs when examining books (T,1)
 4. Examining reviews of certain textbooks (T,2)
 5. Having a committee prepare a bibliography for guidance in studying textbooks; sending a copy to each commission member (T,1)
 6. Consulting scientific studies, summarizing suggestions for testing out textbooks and courses of study, and sending a copy of the report to each commission member (T,1)
7. Unspecified (T,1)

Formulating guiding principles

1. Working out as a committee guiding principles and specific criteria (T,1)
2. Formulating by grades the general and specific objectives of the subject in the light of the content and procedure outlined in the course of study (T,1)

Making preliminary eliminations

1. Making personal examination of books and discarding those which do not meet the needs of the schools in the state (T,1)
2. Making a preliminary study of the textbooks submitted; eliminating by secret ballot those which do not seem adapted to the course of study (T,1)

Securing judgments of specialists

Enlisting the aid of experts in different fields: professors of education, instructors in agriculture, specialists in the primary grades (T,1)

Applying statistical formulas to content

Asking publishers to apply the Winnetka and Lewerenz formulas to their books under consideration and to report the results (T,1)

Analyzing materials with respect to topics treated

Having advisers determine the number of pages devoted to various topics (T,1)

III. SPECIFIC METHODS USED IN CONSIDERING THE COURSE OF STUDY¹

1. Placing the course of study committee and the textbook committee under the chairmanship of the state superintendent
2. Making the commission which outlines the course of study responsible for selecting books
3. Placing the course of study and the selection of books in charge of the same committee
4. Having a commission study curriculum problems in the state, recommend to the state board of education minimum standards for courses of study, and select textbooks
5. Appointing to the textbook commission five members who are familiar with the course of study
6. Using the course of study as the standard by which textbooks are evaluated
7. Instructing committee members to set up standards in accordance with the content and procedure outlined in the course of study
8. Setting up standards in harmony with the underlying principles of the curriculum as well as the objectives of the subject
9. Requiring in the school law that books included in the multiple list conform to the outline course of study
10. Instructing committee members to read the course of study in the formation of their plans for examining books
11. Eliminating books out of accord with educational principles as interpreted by the course of study
12. Examining the content of books in the light of the course of study
13. Checking books in each subject for which the state course is satisfactory to determine their conformity with the course of study
14. Using the report of the curriculum committee as a guide to examination; and having the curriculum committee meet with the textbook committee in order to interpret the course of study as books are being examined
15. Making necessary revisions in the course of study after the textbooks are adopted
16. Revising certain details of the course of study to accord with the adopted textbook
17. Revising the course of study after each adoption

¹Each of these methods was mentioned by one state system.

18. Working out the course of study after the textbook has been adopted

IV. SPECIFIC METHODS OF DETERMINING FINAL

RECOMMENDATIONS AND DECISIONS

1. Determining as a committee the three best titles in each subject; submitting these to the purchasing board or reporting on any number of titles if such a report will be of assistance; when there is a difference of opinion permitting members to file reports of their individual opinions; at a meeting of the purchasing board, selecting one of the books rated as desirable (T,1)
2. Asking subcommissions to cast a vote and to prepare a report to the textbook commission, showing the rating of each textbook submitted, the composite decision on a first, second, third, fourth, and fifth choice; and the reasons for each decision (T,1)
3. Considering three titles recommended by the textbook committee and determining by vote whether to readopt the present text or to displace it by one of the three titles considered (T,1)
4. Taking a vote of the textbook commission (T,11)
5. Nominating books and voting by secret ballot, a majority vote deciding (T,1)
6. Asking each commission member to list his first, second, and third choice; discussing these choices if the commission wishes, balloting enough times to obtain a majority vote, a different member voting first each time (T,1)
7. Considering the results of personal examination of the books, publishers' briefs, and recommendations of an advisory committee (T,1)
8. Considering the studies made by commission members; taking a secret ballot; unanimously recommending the book receiving the most votes (T,1)
9. Adopting the book ranking highest according to the score-card results (T,1)
10. Having the general superintendents (in an outlying possession) in charge of particular subjects make recommendations to the commissioner of education (T,1)

V. SPECIFIC CAUSES OF DIFFICULTY IN BOOK SELECTION¹

Lack of suitable books

1. Books written in English suitable for children of the Philippine Islands
2. Books suited to children in the Hawaiian Islands whose language difficulties differ considerably from those met on the mainland
3. Books adapted to use in Porto Rican schools where a bilingual system is used, the children's background being different from that of children in the United States
4. Books suited to the experience of native children in the Philippine Islands
5. Books suitable for negro children living in the tropical country of the Virgin Islands
6. Books designed for an activity program which is being carefully worked out
7. Books containing subject matter applying to the practical needs of pupils
8. Books of sufficient variety, some publishers refusing to lease their plates for state printing

Incompetency of persons concerned with selection

1. Lack of experience and training of some of the commission members for their highly technical responsibility
2. Inability of unrepresentative committees to select a book to meet state-wide needs
3. Inexperience of teachers which results in condemning an excellent book and recommending a poor book after classroom trial
4. Difficulty in securing competent advice
5. Inefficiency of some advisers and unwillingness of others to give the time necessary for criticizing books

Political influences

1. Political pressure for the adoption of certain books
2. Difficulty in avoiding prejudiced attitudes arising from special influences always at work to affect adoptions
3. Difficulties due to unfair influence of publishers' representatives

¹Each statement was reported once.

4. Difficulties due to publishers and others who may profit by the selection of certain books
5. Political influence which always turns up in some form

Lack of adequate methods

1. Lack of objective methods for measuring textbook qualities
2. Dearth of scientific methods of selecting and adopting books
3. Lack of methods for judging the value of textbooks in the classroom
4. Lack of methods of determining a final recommendation when teachers' opinions conflict

Lack of valid standards

1. Lack of attention to qualities other than price
2. Inadequate criteria by which to judge books
3. Lack of definite notions as to what a good textbook should be

Lack of time

1. Limited time for examining the large number of good books submitted
2. So much time required of a commissioner that too little time is left for other necessary work
3. Lack of time for examining books, programs being too full

Inadequacy of uniform state texts

1. Impossibility of one text meeting all the conditions of a grade throughout the state—good readers, poor readers; rural schools, city schools, etc.
2. Dissatisfaction with the practice of adopting a single textbook in a subject and preference of school officials for local selection from approved state lists
3. Dissatisfaction of far-seeing teachers and educators who favor a law providing for a multiple list of textbooks (Experts who conducted a state-wide survey recommended to the legislature a bill which would overcome this difficulty, but it failed to pass. School people now hope that the next legislature may approve such a revision.)

Insufficient funds

1. Inability to adopt the best book because the price is too high; difficulty in weighing price and quality against each other
2. Inability to purchase all the textbooks and supplies needed

Law requiring simultaneous adoptions

Books in all subjects must be considered at one time (The work is too great to be done thoroughly. The committee has recommended a change in the present law to divide the textbooks into six groups, only one group being changed each year.)

TABLE F

PERCENTAGE OF MENTION OF SPECIFIC ITEMS CONSIDERED IN SELECTING
STATE TEXTBOOKS WHEN SCORE CARDS ARE NOT USED

Item	Percentage of Total Mention
I. Physical makeup	33.0
A. Binding	7.8
Style	1.7
Durability	1.7
Material	0.9
Unspecified	3.5
B. Type	7.0
C. Mechanical construction	4.3
D. Paper	2.6
E. Size of book	2.6
F. Material	1.7
G. Clear illustrations	0.9
H. General appearance	0.9
I. Unspecified	5.2
II. Content	21.7
A. Ease of comprehension	5.2
Gradation in difficulty	1.7
Simplicity of style	1.7
Word difficulty	0.9
Adaptation to pupils' experience	0.9
B. Subject matter	5.2
C. Suitability to grade	0.9
D. Amount of content upon given topics	0.9
E. Literary value	0.9
F. Acceptance as standard work	0.9
G. Authenticity	0.9
H. Reliability	0.9
I. Interest value	0.8
J. Unspecified	5.1
III. Price	16.5
A. Demands of economy	1.7
B. Reasonableness	0.9
C. Exchange values	0.9
D. Unspecified	13.0
IV. Adaptation to specific needs	11.3
A. Suitability for purposes intended	4.3
B. Harmony with course of study	1.7
C. Adaptability to needs of schools	1.7
D. Suitability for both rural and graded schools	0.9
E. Adaptability to local conditions	0.9

TABLE F (Continued)

Item	Percentage of Total Mention
F. Usability	0.9
G. Demands of teachers for certain changes . .	0.9
V. Author or authors	5.2
A. Reputation	1.7
B. Present activity	0.9
C. Unspecified	2.6
VI. Grades covered	4.3
VII. Recency of copyright date	2.6
VIII. Method	0.9
IX. Accordance with educational theory	0.9
X. Organization	0.9
XI. Success in use	0.9
XII. Point of view	0.9
XIII. Index	0.9
Total	100.0
Total frequency of mention	115.0

